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ABSTRACT

Part of a career education packet for hearing impaired elementary students, the teacher's guide introduces goals and goal setting. This unit, used at the Kendall Demonstration Elementary School, explains the nature and purpose of each of nine activities and contains directions for implementing the activities, individually and in a sequence, designed to culminate in student achievement of the unit's specified goals. The guide focuses on five goals that the student will demonstrate: the ability to define "goal," the ability to identify both short and long range goals, knowledge of the need for goals, knowledge of one's goals, and the ability to act independently to achieve some goals. Enabling and performance objectives are listed for these unit goals. The bulk of the document is composed of information on resources, procedures, and directions for class activities related to goals and goal setting. Sample activities include making magazines about goals, drawing or writing descriptions about achieving one of a student's personal goals, and discussing biographies of Wilma Rudolph and Andrew Foster in terms of their goals. A student workbook is included. (CL)

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Shooting for Goals

Teacher's Guide

EC150665

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Shooting for Goals

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This unit is the product of a collaborative effort, funded by the Kendall Demonstration Elementary School (KDES), of KDES and the National Center for Research in Vocational Education.

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Career Education at KDES

During the 1975-76 school year, a Career Education Task Force was established under the direction of the Department of Development and Evaluation to pursue the goal of bringing a comprehensive career education program to the Kendall Demonstration Elementary School (KDES). During that academic year and subsequent ones, the task force has worked as a whole and in various subgroups in cooperation with the National Center for Research in Vocational Education to develop a comprehensive career education program for KDES that could serve other elementary programs for the deaf as well.

A staff development program providing an orientation to career education and a needs assessment related to career education at KDES constituted the initial phase of the KDES/National Center cooperative effort. This phase enabled KDES staff to gain an extensive awareness of the concept of career education and to consider a comprehensive collection of issues and ideas related to career education, particularly to career education at KDES. The Orientation to Career Education manual developed for this phase includes readings designed to introduce teachers and administrators to various aspects of career education history and theory and also provides direction for those who desire to pursue the subject in greater depth.

The second phase of the effort consisted of the development--again through the collaboration of the two agencies--of two key program documents: a Model for the Total Kendall

Demonstration Elementary School Career Education Program and a Scope and Sequence for Career Education at the Kendall Demonstration Elementary School. The Model is a description of the general sequence of steps leading to the implementation of a comprehensive career education program at KDES. The Scope and Sequence is a collection of career education goals for elementary students selected specifically for the KDES population. Revised versions of the Model and the Scope and Sequence were prepared during the 1978-79 contract year and are currently ready for dissemination.

Another cooperatively developed product designed to help teachers infuse career education concepts and materials into their classes is the KDES Resource Guide for Career Education. An annotated list of all KDES media materials that relate to goal areas identified in the Scope and Sequence, this manual is also available for dissemination.

Goal areas identified in the Scope and Sequence provided the basis for the first four curriculum packages developed collaboratively by KDES and the National Center:

Feelings: Keys to Values
Decisions! Decisions!
Coping with Conflicts
Shooting for Goals

The first two units listed were developed for use in the KDES Elementary Department by students aged nine to twelve; the second two, for use in the KDES Middle School by students aged twelve through fourteen. All four units have been pilot and field tested and are either ready for dissemination or in the final stages of preparation before that dissemination.

After these first units had been developed, the KDES project entered another phase of curriculum development--the redesign, for use by hearing-impaired students, of parts of two programs originally developed for public school students through the National Center's Alliance for Career and Vocational Education. During this period two of the twelve occupational simulations of the Career Exploration Program and two of the eight levels of the Career Awareness Program were redeveloped through the collaboration of KDES and the National Center. The products resulting from this effort are Royal Palace Hotel, a simulation based on the hotel/restaurant industry; Shirttails, a simulation based on the field of retail trade; and Career Awareness Learning Activities, Levels 1 and 2.

The 1979-80 year saw the field testing and revision of many of the materials described above as well as the development of another product designed for use in the classroom. This product, the KDES Career Education Role-Playing and Simulation Resource Guide, contains descriptions of strategies for implementing simulation and role-playing activities with hearing-impaired students; a bibliography of resources teachers might use to learn more about the general concepts related to such activities and about specific methods for implementing them; and a set of nine sample career education role-playing activities--and accompanying resources--for use with hearing-impaired students at the preschool, primary, and elementary levels. This Resource Guide will be field tested during 1980-81 and, along with several other products, will be revised and readied for national dissemination during that period as well.

About This Unit

Shooting for Goals is an introduction to goals and goal setting that focuses on five goals derived from the "Self-Awareness" section of the Scope and Sequence for Career Education at the Kendall Demonstration Elementary School:

> The student will demonstrate the ability to define "goal."
>
> The student will demonstrate the ability to identify both short- and long-range goals.
>
> The student will demonstrate knowledge of the need for goals.
>
> The student will demonstrate knowledge of his or her goals.
>
> The student will demonstrate the ability to act independently to achieve some goals.

This focus for the unit was identified by the Career Education Task Force as an appropriate culmination of a sequence of curriculum development efforts concerned with feelings and values, decision making, and conflict resolution.

The unit, which is intended to provide material for approximately twenty to thirty instructional hours, consists of a Teacher's Guide and a variety of related materials. The Teacher's Guide provides the conceptual core of the unit. That is, the Guide explains the nature and purpose of each

activity and contains directions for implementing the activities individually and in a sequence designed to culminate in student achievement of the unit's specified goals. The Guide also contains copies of all teaching aids and student materials (keyed, when appropriate) provided with the unit.

These auxiliary materials include a variety of resources: a flipchart, posters, "biographies," script cards, materials for games, materials for making mobiles, etc. When appropriate, such resources are provided in several forms in order to meet the needs of students with a wide range of abilities.

A good example of this ability-grouping approach can be found in the unit's key student resource, the student workbook. Exercises in the workbook are designed either to be read and completed independently by those students judged to have the requisite level of print-verbal ability (i.e., approximately a low-second-grade reading level) or to be signed by the teacher and completed in a group format by students judged not to have attained that level.

All the materials required to teach the unit--both those provided and those the teacher will need to obtain--are listed in the Profile on pages **xvi-xix**. The teacher preparing to teach the unit will find this Profile particularly helpful, since it provides a brief overview of the unit as well as information about which resources to secure in advance of each lesson.

An additional overview of the unit is provided by the list of goals, enabling objectives, and performance objectives on pages **xii-xv**. This list is organized to show the

overall goals of the unit, the enabling (or interim) objectives associated with each lesson, and the performance objectives associated with selected activities in each lesson. Taken as a whole, the list shows the conceptual sequence of the unit and the interrelationships of various levels of unit objectives.

About the Pilot and Field Tests

In order both to determine the unit's effectiveness and to gain information upon which to base its revision, Shooting for Goals was tested extensively. During the fall and winter of 1978-79, teachers and students of the KDES Middle School participated in the unit's pilot test. During the 1979-80 school year, four teachers and thirty-two students at four sites in various parts of the country[1] participated in the unit's field test. This later test was monitored by the Outreach component of the Pre-College Programs Division of Gallaudet College.

Various factors affecting the pilot test data for Shooting for Goals made statistical analysis of those data impossible. Anecdotal

[1]The schools and their locations are the Atlanta Area School for the Deaf, Clarkston, Georgia; the Marie H. Katzenbach School for the Deaf, West Trenton, New Jersey; the Pennsylvania School for the Deaf, Philadelphia; and the Margaret S. Sterck School for the Hearing Impaired, Newark, Delaware.

information obtained from the pilot test teachers, however, indicates their belief that the unit contains sound, motivating activities that both involve the students and help them understand the concepts under consideration.

Student performance data for the field test of the unit revealed that it is an effective instructional device. During this test, student gains from exposure to the unit were significant when measured both through a lesson objectives checklist and through the comparison of pretest-posttest scores. In summarizing his analysis of the data, the unit's evaluator noted that

> Significant positive growth was observed in students' performance on five of the six criterion scales used for the field test. Although slight growth was observed on the sixth criterion, this growth was not statistically significant. The teachers' assessments of student performance were also quite high: teachers reported that an average of 87 percent of the students achieved each of the unit's performance objectives. All these results suggest that the program is of relatively high quality... .[2]

In addition, the unit's activities received strongly positive endorsements from students and teachers interviewed about them. As the field test evaluator wrote, "Generally, the

[2]KDES Curriculum Unit IV, Shooting for Goals, Field Test Evaluation Report. Columbus (The Ohio State University, The National Center for Research in Vocational Education, August 1980), p. 1.

teacher ratings and comments reflect and reinforce the positive findings observed in relation to the student performance data."[3]

While the overall impact of the unit was favorable, several specific aspects of the materials were seen as needing improvement. After the pilot test, minor revisions involving the specification of resources and the clarification of directions were made. After the field test, several activities were combined and augmented to create new activities and various other changes were made in existing activities to improve them as well.

This final revised version of Shooting for Goals has been prepared on the basis of student performance data, affective data supplied by teachers and others on various evaluation instruments, and--perhaps most importantly--suggestions offered by pilot and field test teachers during various debriefing sessions on the unit. These suggestions have provided a great deal of direction for the improvement of the unit as a whole.

Unit Goals

The student will demonstrate the ability to define "goal."

The student will demonstrate the ability to identify both short- and long-range goals.

[3] Field Test Evaluation Report, p. 32.

The student will demonstrate knowledge of the need for goals.

The student will demonstrate knowledge of his or her goals.

The student will demonstrate the ability to act independently to achieve some goals.

Enabling Objectives

Lesson 1

The student will understand that goals have four attributes: each goal is something a person wants, something in the future, something that is possible to achieve, and something a person is willing to work to achieve.

The student will understand the difference between short- and long-range goals.

Lesson 2

The student will understand the difference between goal-directed and aimless activity.

The student will understand that what he or she produces when he or she has a goal is frequently different from what happens when he or she has no goal.

The student will understand that personal satisfaction is one result of setting and achieving a goal.

Lesson 3

The student will understand that there is a relationship between making choices and setting and achieving goals.

The student will understand that a goal can often be achieved in a variety of ways.

The student will understand the place of planning in goal achievement.

Performance Objectives

Lesson 1

The student will respond correctly to nine of twelve statements by determining whether each does or does not represent a goal. (Activity 5, Part 1)

The student will explain to an extent sufficient to give evidence of his or her understanding of the definition of "goal" his or her reasons for identifying as representing a goal one of the statements in Part 1. (Activity 5, Part 2)

The student will correctly sort six of eight cartoon strips according to whether they portray short-range or long-range goals. (Activity 9)

Lesson 2

The student will complete a cartoon sequence by either (a) writing a phrase or sentence or (b) creating an illustration that indicates an understanding of

Profile

Lesson and Activity	Resources Provided	Resources to Be Secured
1: What Are Goals?		
Activity 1	Target patterns A and B* Directions A and B* Directions posters A & B** Point value circles**	Materials for making targets: chalk and string yardsticks scissors staplers or containers of paste poster board large, heavy pieces of paper: red, yellow, blue, green
Activity 2	Directions A and B*	Materials for the game: completed targets from Activity 1 beanbags, one for each team masking tape chalkboard
Activity 3	Definition card** Goal poster**	Targets from Activity 1 Chalkboard
Activity 4	Goal stories* Goal poster from Activity 3	
Activity 5	Student workbooks	
Activity 6		Targets from Activity 1 Materials for making labels (optional): paper crayon, felt tip pen, etc.
Activity 7	Sequence cards*** Student workbooks	

the difference between goal-directed activity and aimless activity. (Activity 5, Part 1)

The student will explain the difference in feelings of satisfaction and accomplishment resulting from goal-directed activity and from aimless activity. (Activity 5, Part 2)

The student will give one reason why having a goal or goals is important. (Activity 7)

Lesson 3

The student will create an illustration or a written description of him- or herself upon the achievement of one of his or her personal goals. (Activity 3)

The student will enter into and fulfill a contract for the achievement of a particular goal. (Activity 9)

Lesson and Activity	Resources Provided	Resources to Be Secured
1: What Are Goals? (cont.)		
Activity 8	Materials for the game: "not a goal" sign** paper arrows** "Shooting Range" statements*	Materials for the game: targets from Activity 1 labels from Activity 6 (optional) stopwatch or other timer
Activity 9	Cartoon cards***	Business envelopes, two for each student
2: Why Are Goals Important?		
Activity 1	Mobile pattern** Directions* Directions poster* Materials for making mobiles: Worksheet A***	Materials for making mobiles: carpet thread scissors rulers bent paper clips wire cutters needle cellophane tape florist wire
Activity 2		Completed mobiles from Activity 1
Activity 3	Script cards**	Videotape equipment Classroom items to use as props
Activity 4	Suggestions for discussion*	Videotaped enactments from Activity 3 Videotape equipment
Activity 5	Student workbooks	

*Teacher's Guide **Teacher Resource Packet ***Student Resource Packet

Lesson and Activity	Resources Provided	Resources to Be Secured
2: Why Are Goals Important? (cont.)		
Activity 6		Videotaped commercials Videotape equipment Chalkboard Materials for making signs (optional) Materials for making costumes (optional) Props (optional)
Activity 7	Definition card from Lesson 1 Goal poster from Lesson 1	Targets from Lesson 1 Mobiles from Lesson 2 Classroom furniture arranged to create the atmosphere of a television press conference (optional) Videotape equipment (optional)
3: What Are My Goals?		
Activity 1	Student workbooks	
Activity 2	Student workbooks	Materials for making a magazine: magazines and newspapers to cut (optional) scissors paste or glue construction paper photographic equipment (optional) typewriter (optional) typing paper, 8½" x 11" sheets cut in half (optional) hole punch (optional) yarn (optional) stapler (optional) book rings (optional)

Lesson and Activity	Resources Provided	Resources to Be Secured
3: What Are My Goals? (cont.)		
Activity 3	Student workbooks	Magazine from Activity 2 Materials for making drawings (optional)
Activity 4	"Wilma Rudolph" booklet*** "Andrew Foster" booklet*** Discussion questions*	Supplementary materials related to Wilma Rudolph and Andrew Foster (optional) Materials for making bulletin board(s): scissors paste or glue construction paper photographs letters other materials selected by the teacher
Activity 5	Step chart**	Ingredients, utensils, etc., for baking a cake (optional) Chalkboard
Activity 6	Materials for the game: game board** game cards and key**	Markers for the game
Activity 7	Game cards from Activity 6	
Activity 8	Student workbooks	
Activity 9	Contract***	

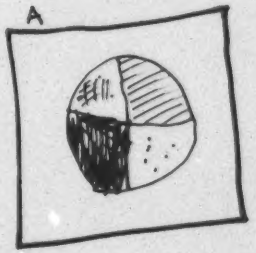
*Teacher's Guide **Teacher Resource Packet ***Student Resource Packet

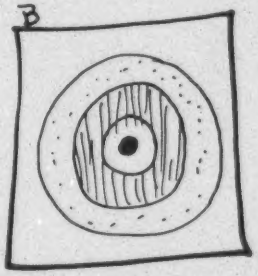
1 What Are Goals?

Activity 1: Making Targets

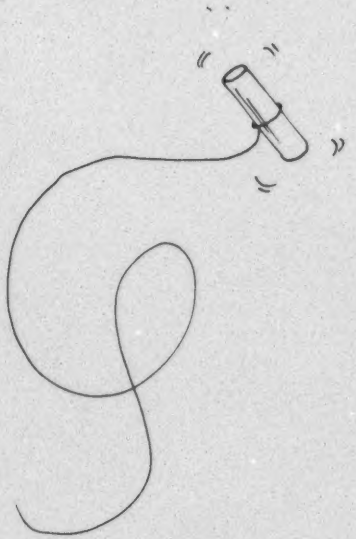
Resources

Target patterns A and B (copies on page **91**)
Directions A and B (pages **6-8**)
Directions posters A and B (copies on pages **92-93**)
Materials for making targets:
- chalk and string (see pages **6-7**)
- yardsticks
- scissors
- staplers or containers of paste
- poster board
- large, heavy pieces of paper: red, yellow, blue, green (see pages **6-7**)
- point value circles (copies on page **94**)





Procedure



1. Become familiar with the target patterns on page 91, the directions for making targets on pages 6 through 8, and the illustrations of these directions on pages 92 and 93.

2. Divide the class into two equal or nearly equal teams.

3. Choose the kind of target each team will make.

    a. Targets designed according to pattern A are suitable for use by students with limited motor ability; targets designed according to pattern B are suitable for students with a higher level of motor ability.

b. Targets designed according to either or both patterns are suitable for remaining unit activities.

4. Secure the necessary resources and arrange them in two separate parts of the class area.

   a. Each team should receive chalk, one piece of poster board, one pair of scissors, one set of point value circles, and one stapler or container of paste.

   b. Each team should receive enough string and enough pieces of paper of each color to make whichever target the team will create.

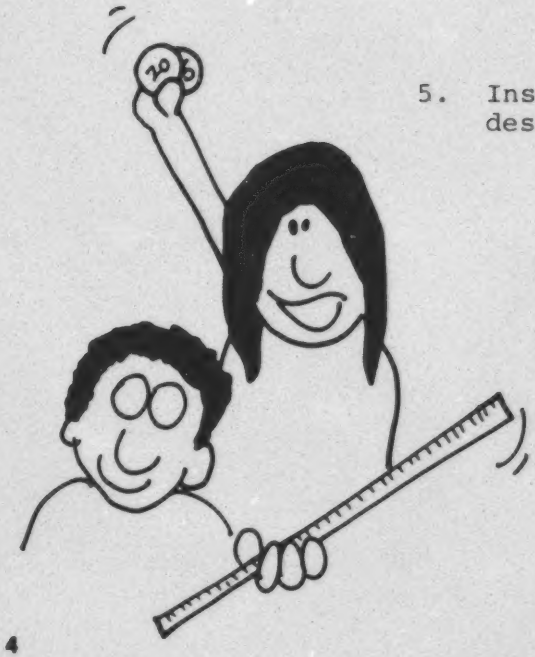
   c. Each team working from target pattern B should receive a yardstick.

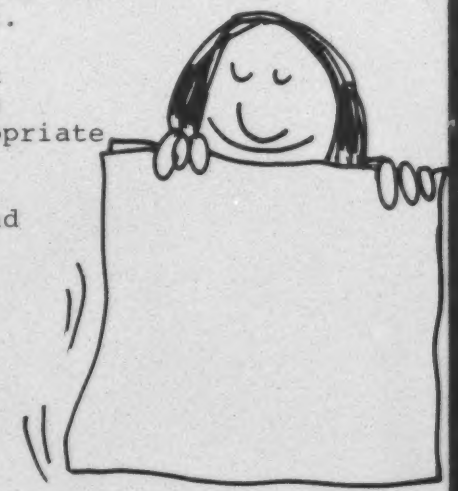
5. Instruct the members of each team to design and produce a target.

   a. Explain that each team will work together to make a target.

   b. Post the pertinent target pattern(s) and directions poster(s) where the appropriate students can see them.

   c. Explain the pattern(s) and directions thoroughly.

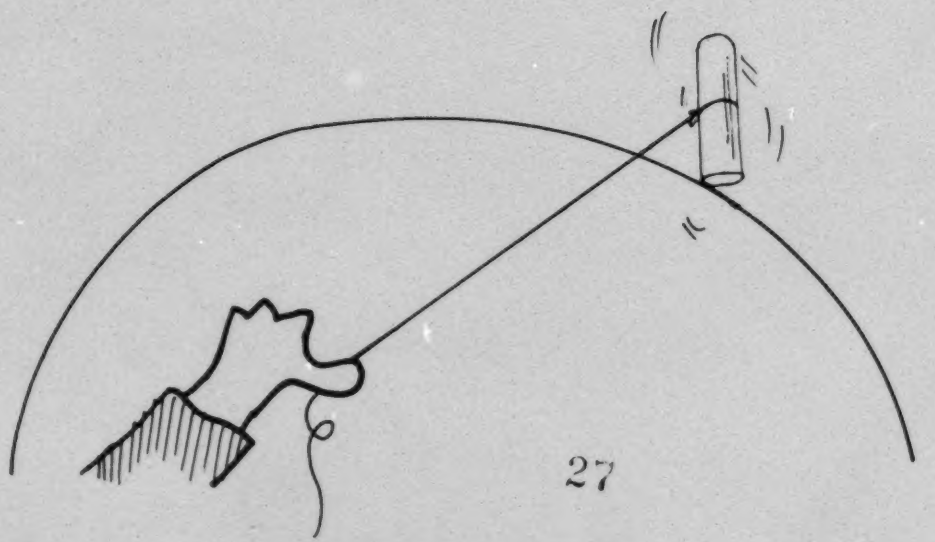




6. Provide assistance as necessary throughout the effort.

   a. Assign or allow students to choose the tasks they will perform.

   b. Facilitate the completion of the more difficult tasks, such as measuring string accurately to create the concentric circles called for by target pattern B.



Directions for Target A

Materials:

chalk and approximately 20 inches of string
1 piece, 14 inches square, of each color of heavy colored paper
scissors
stapler or container of paste
1 piece of poster board
point value circles

Sequence of assembly:

NOTE: Before beginning, make sure that each piece of paper is 14 inches square.

Step 1: Tie one end of the string to a piece of chalk.

Step 2: Place the chalk at one corner of a piece of paper.

Step 3: Make the string taut and hold it in place at an adjacent corner of the piece of paper.

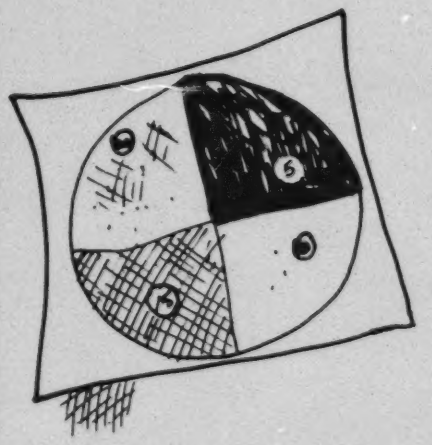
Step 4: Draw an arc from the first corner to its diagonal.

Step 5: Cut along the arc to make one wedge for the target.

Step 6: Use this wedge as a pattern for drawing arcs on the other three pieces of paper.

Step 7: Cut out the other three wedges for the target.

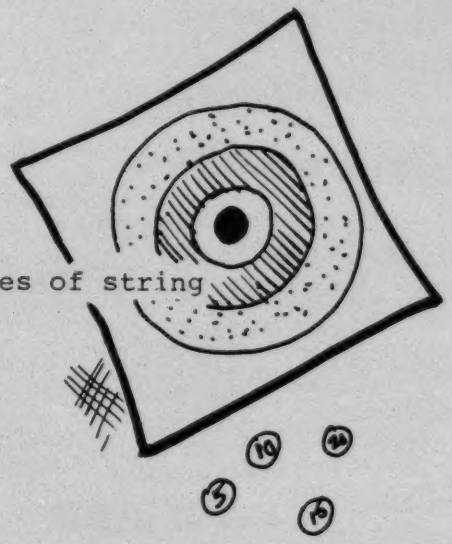
Step 8: Staple or paste the wedges in place on the poster board according to the target pattern.



Step 9: Cut out the point value circles and staple or paste them on the completed target as follows:

red - 5
yellow - 10
blue - 15
green - 20

Directions for Target B



Materials:

chalk and approximately 35 inches of string
yardstick
scissors
stapler or container of paste
1 piece of poster board
1 piece of each color of paper:
green - 30 inches square
blue - 20 inches square
yellow - 12 inches square
red - 6 inches square
point value circles

Sequence of assembly:

Step 1: Tie one end of the string to a piece of chalk.

Step 2: Measure 14 inches from the chalk to a point on the string.

Step 3: Hold this point of the string in place at the approximate center of the green paper.

Step 4: Pull the string taut and draw a circle with a 14-inch radius on the green paper.

Step 5: Cut out the circle of green paper.

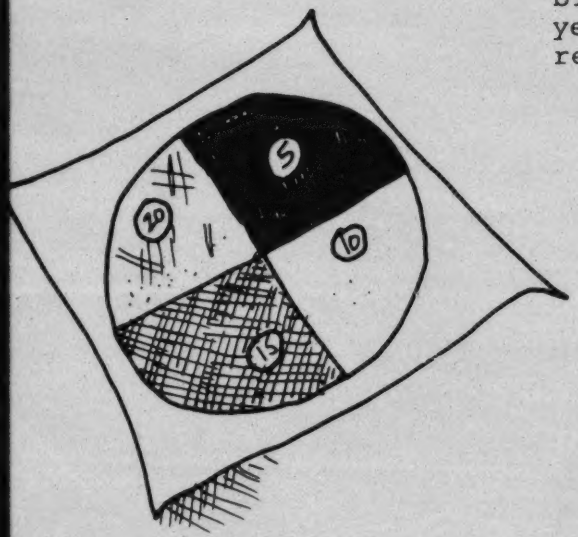
Step 6: Follow steps 2 through 5 for each of the other three pieces of paper. The radius for each piece should be as follows:

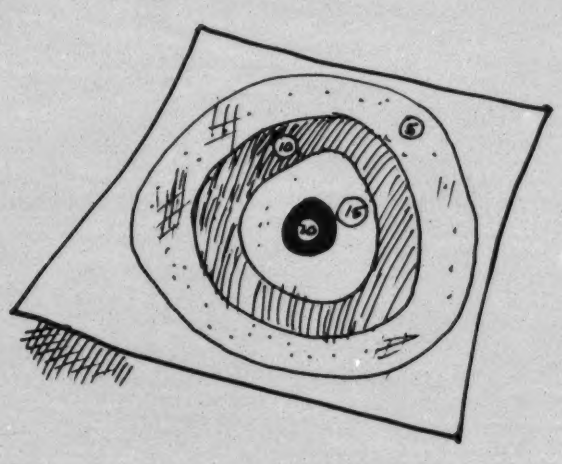
blue - 9 inches
yellow - 5 inches
red - 2 inches

Step 7: Staple or paste the circles in place on the poster board according to the target pattern.

Step 8: Cut out the point value circles and paste them on the completed target as follows:

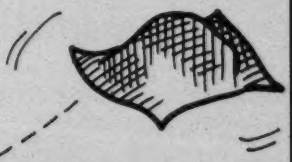
green - 5
blue - 10
yellow - 15
red - 20





Activity 2: Beanbag Darts

Resources



Directions A and B (pages **11-12**)
Materials for the game:
- completed targets from Activity 1
- beanbags, one for each team
- masking tape
- chalkboard

Procedure

1. Divide the class into the same two teams that worked together in Activity 1.

2. Choose one or more of the following alternatives for playing darts:

   a. The teams use each target in turn for one or more games.

   b. Each team plays one or more games with the target they created.

   c. Each team plays one or more games with the target created by the other team.

3. Depending upon the grouping(s) chosen and the type(s) of targets to be used, follow the directions found on pages 11 and 12 for playing darts.

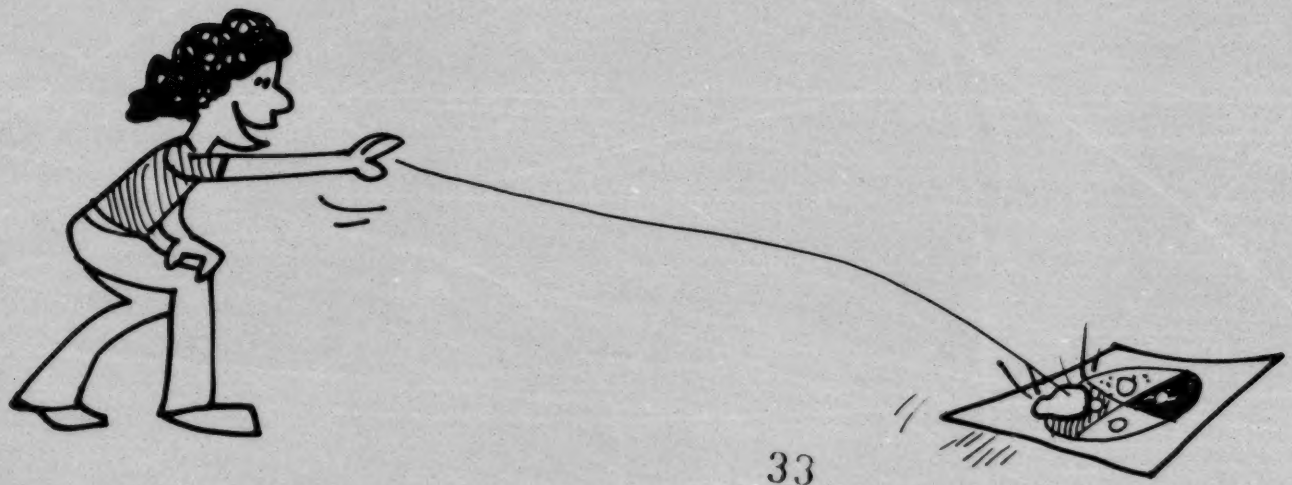
   a. Directions A are for a game suitable to be played with a target made according to pattern A.

b. Directions B are for a game suitable to be played with a target made according to pattern B.

4. Group the teams according to the alternative selected, position the target(s), distribute the beanbags, and play the game(s) according to the directions explained.

   a. One student should serve as scorekeeper for each game and should keep on the chalkboard a running tally of each team's score.

   b. The game(s) or various versions of it (them) can be played as often as student interest warrants.



Directions A

1. Place the target on the floor.

2. Lightly tape a piece of masking tape to the floor approximately eight to ten feet from the target. Adjust this distance as necessary to meet the needs of your students.

3. Have one student from each team in turn stand behind the masking tape and toss his or her beanbag at the target.

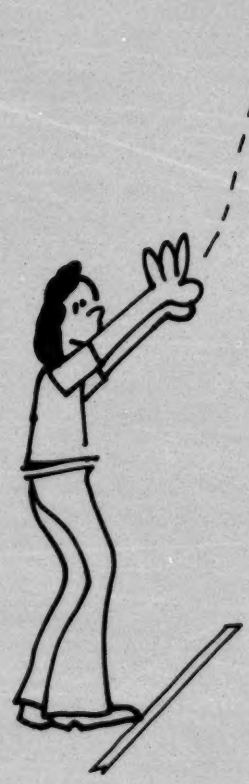
4. Each student earns for his or her team the number of points associated with the quadrant on which the beanbag lands.

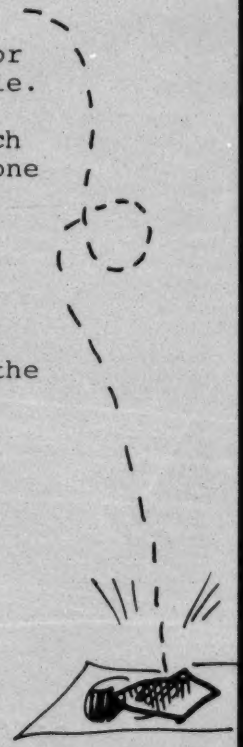
5. In cases in which a beanbag lands so as to overlap two quadrants, the student earns for the team the lower number of points possible.

6. The game is played in three rounds. In each round, each student on each team receives one turn.

7. After each round, the masking tape line is moved two feet farther from the target.

8. The team with the greater number of points at the conclusion of the third round wins the game.





Directions B

1. Place the target on the floor.

2. Lightly tape a piece of masking tape to the floor approximately six feet from the target. Adjust this distance as necessary to meet the needs of your students.

3. Have one student from each team in turn stand behind the masking tape and toss his or her beanbag at the target.

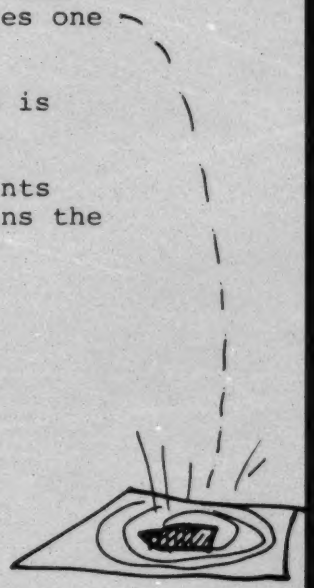
4. Each student earns for his or her team the number of points associated with the circle on which the beanbag lands.

5. In cases in which a beanbag lands so as to overlap two circles, the student earns for the team the lower number of points possible.

6. The game is played in three rounds. In each round, each student on each team receives one turn.

7. After each round, the masking tape line is moved two feet farther from the target.

8. The team with the greater number of points at the conclusion of the third round wins the game.



Activity 3: Definition Card and Poster

Resources

Targets from Activity 1
Definition card (page 95)
Goal poster (copy on page 96)
Chalkboard

Procedure

1. Define "goal" for the students.

   a. Using the students' targets from earlier activities, build upon the experience of the game to explain that a goal is like a target, like something a person wants to "shoot" for.

   b. Show the definition card for "goal" and explain that a goal is something we want to be or have or do in the future. Point out that the sign for "goal" points to something ahead of us, to a target, to a place we want to be.

2. Offer some simple examples of goals, such as the following:

   Rita wants to lose ten pounds.

   John wants to be a teacher.

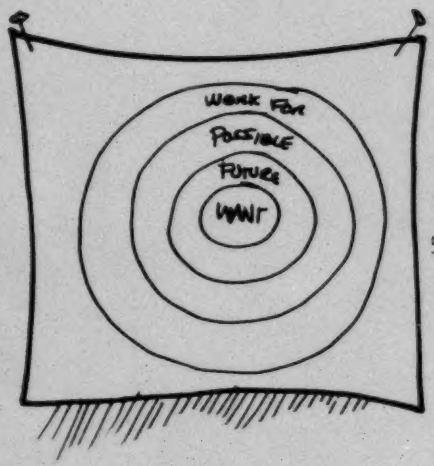
   Sandy wants to learn to type.

3. Ask students to offer some additional examples of goals.

4. Display the goal poster and explain that it shows that every goal has four parts.

   a. Every goal is something a person wants, something that is in the future, something that is possible to achieve, and something that a person is willing to work for.

   b. The poster should remain on display throughout the following activities.



5. Write on the chalkboard each of the examples of goals offered earlier in this activity.

   a. Sign and explain each statement as necessary.

   b. Explain and have the class discuss how each statement relates to each of the four parts of goals illustrated on the poster.

   c. Ask students to offer examples of goals and to explain how each of these relates to the poster.

6. Offer some examples similar to the following of statements that do not describe goals.

   Les does not want to be a nurse.

   Pete ate a hamburger yesterday.

   Mia (age 13) wants to drive a car to school tomorrow.

7. As above, write these statements on the chalkboard.

   a. Sign and explain each statement as necessary.

   b. Explain and have the class discuss that these are not goals because one or more of the "parts" listed on the goal poster are missing from each.

   c. Ask students to offer other examples of "nongoals" and help the class relate these to the items on the poster.

8. Discuss the difference between goals and "nongoals" as necessary to clarify student understanding of the concept of goals.

Activity 4: What's the Goal?

Resources

"Goal" stories (page **17**)
Goal poster from Activity 3

Procedure

1. One by one, sign each of the goal stories that appear on page **17**.

   a. Discuss each situation as necessary to ensure student understanding of it.

   b. Ask each student in turn to identify the goal contained in a story.

2. Relate the goals identified by the students to the parts of goals illustrated on the goal poster.

3. (Optional) Supplement the activity by signing and discussing as above goal stories related to the students' own experiences.

Goal Stories

1. Jinny plays basketball. Jinny practices every day. Jinny gets more baskets every day. Jinny wants to be the best shot on the team some day.

2. Mike has a job. Mike saves all his money from his job. Mike saves money he gets for his birthday. Mike saves all the money he gets. Mike wants to buy a fancy car.

3. Mary studies every day. Mary does all her homework. Mary pays attention in class. Mary wants to go to college.

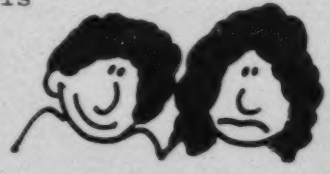
4. Ben sells chocolate in the chocolate drive. Ben sells every day after school. Ben works hard to sell a lot of chocolate. Ben wants to sell more chocolate than anyone else in school.

5. Susan always tries to be nice to people. Susan smiles and laughs a lot. Susan tries to meet new people every day. Susan wants to have many friends.

6. Bill teaches his family one new sign every day. Bill helps his family practice sign language. Bill wants his family to learn sign language.

7. Amy makes a new dress in sewing class. Amy fixes hems and buttons for her mother. Amy learns a lot about sewing. Amy wants to win a scout merit badge for sewing.

8. Paul sits with Cindy at lunch. Paul sits with Cindy on the bus. Paul tells Cindy she is pretty. Paul wants Cindy to be his sweetheart.



Activity 5: Student Workbooks

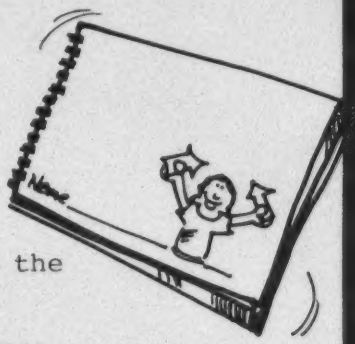
Performance Objective

Part 1: The student will respond correctly to nine of twelve statements by determining whether each does or does not represent a goal.

Part 2: The student will explain to an extent sufficient to give evidence of his or her understanding of the definition of "goal" his or her reasons for identifying as representing a goal one of the statements in Part 1.

Resources

Student workbooks (pages **1-3**)



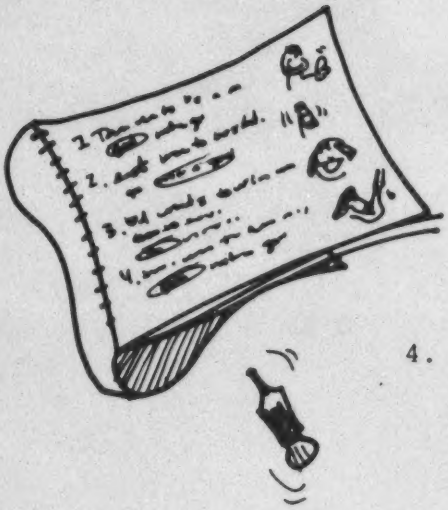
Procedure

1. Distribute the student workbooks to the class.

2. Instruct students to write their names in the appropriate place on the workbook covers.

3. Direct students to complete pages 1-3.

   a. Students should circle either "goal" or "not a goal" in relation to each sentence.



b. Students who can read the sentences by themselves should be encouraged to do so.

c. For students who do not have the level of print-verbal ability necessary to read the sentences, sign the sentences as necessary, taking care to ensure that each student arrives at his or her own answers rather than merely copying those of other students.

4. Review the completed workbook pages.

a. Ask each student in turn to choose one of the sentences he or she identified as a goal and explain why he or she so identified it.

b. In order to constitute achievement of the performance objective, this explanation must include sufficient information about what constitutes a goal to indicate an understanding of the definition of "goal." That is, the explanation must refer in some way to the four parts of goals discussed earlier.

c. Provide assistance as necessary to those students whose level of verbal ability interferes with their ability to communicate an understanding of a concept that they do, in fact, understand.

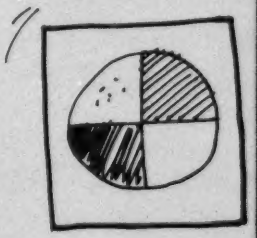
goal not a goal

Activity 6: Short- and Long-Range Goals

Resources

Targets from Activity 1
Materials for making labels (optional):
- paper
- crayon, felt tip pen, etc.

Procedure



1. Place the two targets created by the students in Activity 1 in two different places on the class area floor: one target fairly close to where students are sitting and one farther away.

2. Using the targets and the difference in their distances from where students are sitting, remind the students that a goal is like a target and explain that there are two kinds of goals.

   a. Short-range goals are goals that one can achieve quickly.

   b. Long-range goals are goals that one must work toward for a long time.

   c. Discuss these concepts as necessary. Explain to the extent appropriate for your students at this point that the distinction between short-range and long-range goals is often relative. For example, it

depends on such things as the age of the person who has the goal in question.

3. (Optional) Make two labels--one saying "short-range goal" and one, "long-range goal"--and place each with the appropriate target. Keep these labels for future unit activities.

4. Explaining that each person you will name is the same age as the students, ask the class to determine whether each of the following examples represents a short-range or a long-range goal:

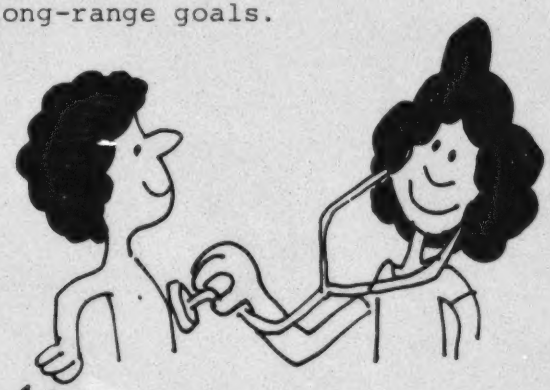
   Mike wants to be a scout.

   Amy wants to be a doctor.

   Gene wants to go to college at Gallaudet.

   Lisa wants to take a trip over Thanksgiving (or other imminent) vacation.

5. Discuss the examples as necessary, relating them to the targets to enhance student understanding of the difference between short- and long-range goals.



Activity 7: Sequence Cards / Student Workbooks

Resources

Sequence cards, one pack for each student (copies on pages **97-98**)
Student workbooks (pages **4-7**)

Procedure

1. Assist students in cutting out sequence cards.

2. Instruct each student to work independently to construct twelve sentences from his or her cards.

    a. Each sentence is about someone the students' age.

    b. Each sentence is about either a short-range goal or a long-range goal.

    c. The cards for each sentence are a different color.

    d. Provide assistance as necessary while students work with the cards.

3. Discuss the sets of cards as a class.

    a. Correct any errors in sequence or in appropriateness of response.

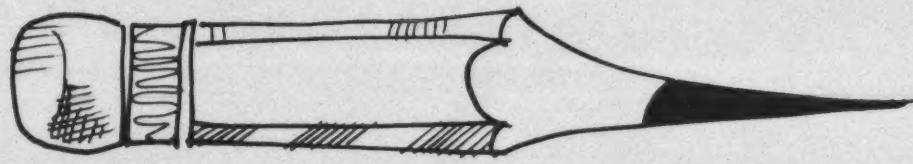
b. Point out that each sentence represents a goal. Encourage students to identify whether the goal represented is a short-range or a long-range one.

4. Instruct each student to copy the correct version of each sentence on pages 4 through 7 of the workbook.

   a. Sentences describing short-range goals are to be copied on pages 4 and 5.

   b. Sentences describing long-range goals are to be copied on pages 6 and 7.

   c. Provide assistance as necessary.



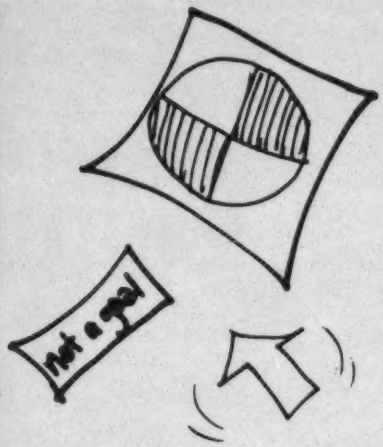
Activity 8: Shooting Range

Resources

Materials for the game (copies on page **99**)
- targets from Activity 1
- labels from Activity 6 (optional)
- "not a goal" sign
- paper arrows
- "Shooting Range" statements (pages **27-29**)
- stopwatch or other timer

Procedure

1. Make the following arrangements prior to the class session.
   a. Arrange with one or more teachers who are at approximately the same point in unit materials as is your class to combine your classes for this session.
   b. Place two targets and their labels (optional) in the same positions they occupied in Activity 6. Post the "not a goal" sign in another part of the class area. Cut out arrows.
2. Explain to the students that they are going to play a game about goals called "Shooting Range."
   a. The game will be played by teams, each of which will be composed of students from a different class.

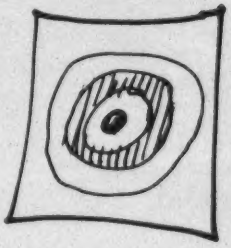


b. The game will be like a relay race in which the teams compete to determine whether signed statements represent short- or long-range goals or no goals at all.

3. Engage the students in the game as follows.

a. Line up each team, one student behind another, and give each team ten paper arrows.

b. Sign the first statement that appears on page 27.* The letter in parentheses following the statement tells whether the statement represents a short-range goal, a long-range goal, or no goal at all.



c. Allow Team A one minute to determine as a group whether to drop its first arrow on the short-range or the long-range target or in the "not a goal" pile.

d. Have the first Team A student in line place the arrow appropriately and return to the end of the line.

e. If the team's response is made within the allotted time and if it is correct (as determined by the teacher on the basis of the key provided with the statements), the arrow remains where Team A put it.

*For this and for all the other game statements for which it would be appropriate, assign an age to the person mentioned that is roughly the same as the age of the students in your class.

f. If the response is not made within the allotted time, Team A keeps its arrow and, in effect, loses a turn.

g. If the response is incorrect, Team A retrieves its arrow, keeps it, and also--in effect--loses a turn.

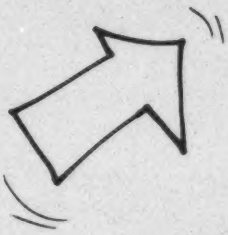
h. Continue the same procedure with Team B and then, if necessary, with Team C.

i. The first team to use all ten of its arrows wins the game.

4. (Optional) Supplement the "Shooting Range" statements with statements related to the students' own experiences.

"Shooting Range" Statements

1. Bob wants to be a bus driver. (L)
2. Alice wants to get a good grade on a test tomorrow. (S)
3. Jane wants to have two children some day. (L)
4. Jill wants to lose five pounds this month. (S)
5. Kim is tall. (N)
6. Ted wants to be the first deaf President of the United States. (L)
7. Tina wants to learn to swim this summer (or this term). (S)
8. Dave does not care if he goes to high school. (N)
9. Al wants to go to college. (L)
10. Carol wants to earn enough money to buy a car. (L)
11. Ed wants to win an award at school. (S or L, depending upon the proximity of your school's awards ceremony)
12. Joan wants to be a lawyer. (L)
13. Andy is black. (N)
14. Dick wants to be on the football team in high school. (L)
15. Sally wants to have a date for the party next week. (S)
16. Howard wants to learn to cook this term. (S)
17. Lois can cook very well now. (N)



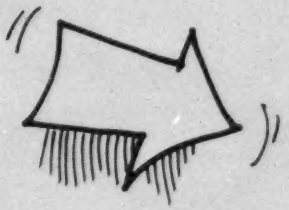
18. Jim does not care if he gets good grades. (N)

19. Barb wants to be heavyweight boxing champion of the world. (N)

20. Mark wants to win three merit badges in scouts this year. (S)

21. Lisa wants to be a doctor. (L)

22. Ben wants to fly to the moon tomorrow. (N)



23. Molly wants to have nice clothes for school. (S)

24. Don is a boy. (N)

25. Sara wants to buy a house when she is twenty-five years old. (L)

26. Pat wants to be the best math student in his class this term. (S)

27. Judy wants to stop biting her nails by Christmas. (S or L, depending upon the time of the year this unit is taught)

28. Paul wants to get married some day. (L)

29. Amy wants to be a model for clothes for teenagers. (S)

30. Frank wants to play professional football some day. (L)

31. Lori does not want to make any new friends. (N)

32. Eric wants to be eight years old again. (N)

33. Marge wants to teach her dog a new trick this week. (S)

34. Sam does not care about finding a job he likes. (N)

35. Diane wants to work for the government some day. (L)

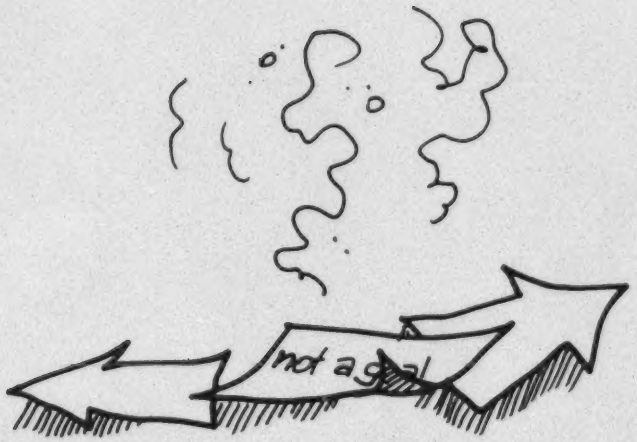
36. Mike wants to be Miss America some day. (N)

37. Jenny wants to finish a jigsaw puzzle this afternoon. (S)

38. Tony wants to be a great artist. (L)

39. Fran can type. (N)

40. Fred wants to be a grandfather. (L)



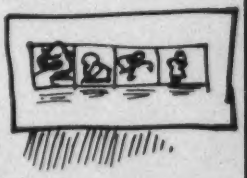
Activity 9: Card Sort

Performance Objective

The student will correctly sort six of eight cartoon strips according to whether they portray short-range or long-range goals.

Resources

Cartoon cards, one set for each student (copies on pages **100-02**)
Envelopes, two for each student (copies on page **103**)



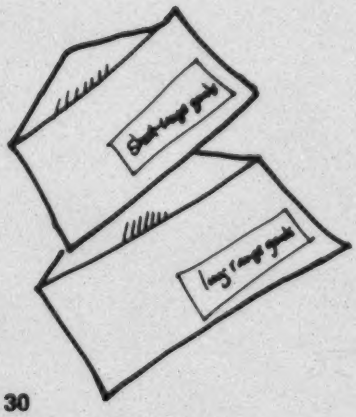
Procedure

1. Assist students in cutting out cards. Each student should receive one envelope labeled "short-range goals" and one labeled "long-range goals."

2. Instruct students to write their names on the envelopes.

3. Explain that students are to sort their cartoon cards into the appropriate envelopes.

    a. Students should read each card and be sure they understand it before putting it into an envelope.

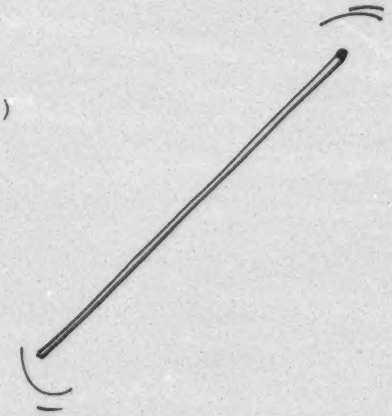


b. In order to ensure that this activity measures the students' understanding of the concepts rather than their reading ability, explain the language on the cards to any student who is unable to read well enough to understand the concepts presented.

2 Why Are Goals Important?

Activity 1: Making Mobiles

Resources



Mobile pattern (copy on page **104**)
Directions (page **38**)
Directions poster (copy on page **105**)
Materials for making mobiles:

- Worksheet A (copy on page **106**)
- florist wire
- carpet thread
- scissors
- rulers
- bent paper clips
- wire cutters
- needle
- cellophane tape

Procedure

1. Become familiar with the mobile pattern on page 104, the directions for making the mobile on page 38, and the illustration of these directions on page 105.

2. Make sure each student has materials for making one mobile.

    a. Each student should have one copy of Worksheet A, one piece of wire, approximately sixty inches of thread, one pair of scissors, one ruler, and one bent paper clip.

b. One wire cutters, one needle, and one roll of cellophane tape can be shared by all the students in the group.

3. Allow students to examine the materials but do not explain what is to be done with them. Discuss as a group the various uses to which the materials might be put.

4. After a few minutes, engage students in making mobiles as follows:

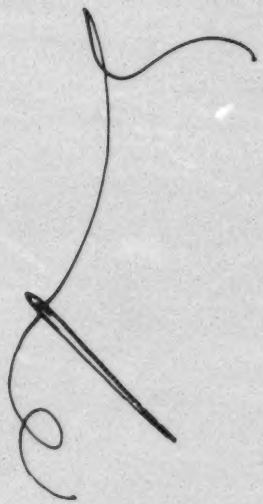
   a. Tell the students that they will use the materials to achieve a goal and that the goal for each student is to make one mobile.

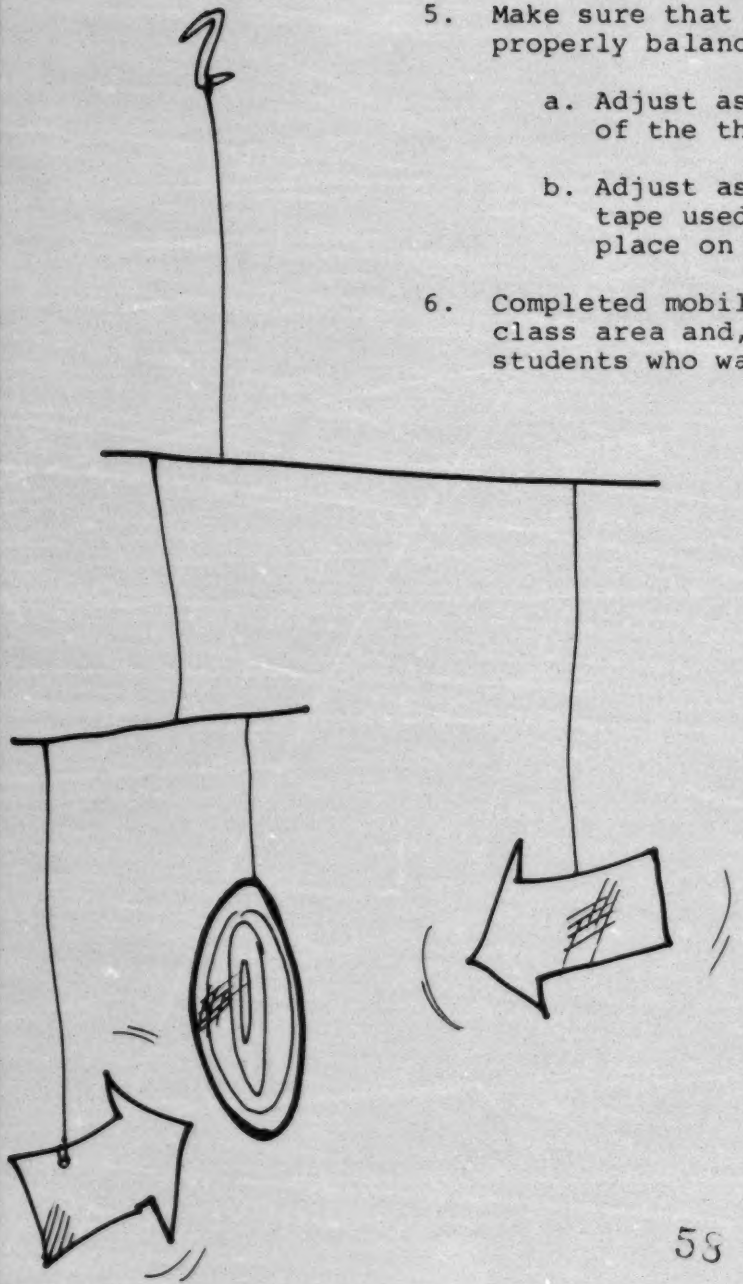
   b. Place the mobile pattern and the directions poster where all students can see them.

   c. Explain the pattern and directions thoroughly.

   d. Point out that, while each student is responsible for the completion of his or her own mobile, students should cooperate with one another as much as possible: sharing tools and helping one another as necessary.

   e. Provide assistance to each student as necessary as the class follows the directions for making mobiles.





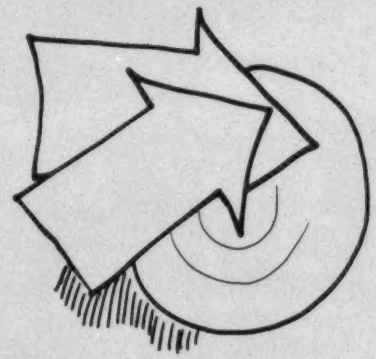
5. Make sure that each completed mobile is properly balanced.

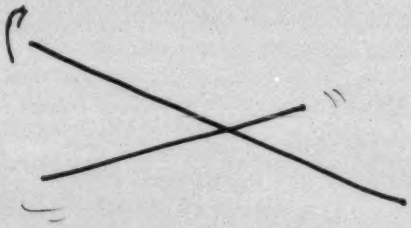
   a. Adjust as necessary the placement of the thread on the wires.

   b. Adjust as necessary the amount of tape used to hold the thread in place on the wires.

6. Completed mobiles should be hung in the class area and, later, returned to those students who want them.

Directions





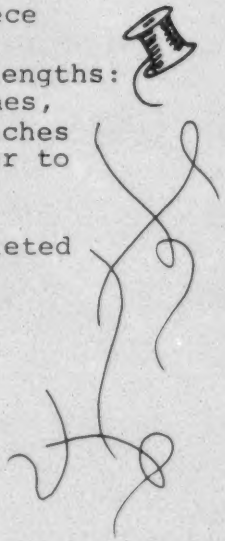
Materials (for each mobile):

2 arrows and one target cut from Worksheet A

2 pieces of wire, one 11 inches long and one 7 inches long, cut from one 18-inch piece

5 pieces of carpet thread cut into these lengths: 12 inches, 11 inches, 11 inches, 9 inches, 8 inches (each piece approximately 3 inches longer than the finished length in order to allow extra thread for tying the knots)

1 bent paper clip to use to hang the completed mobile



Sequence of assembly:

Step 1: Cut out the pieces on Worksheet A.

Step 2: Measure and cut the wire.

Step 3: Measure and cut the thread.

Step 4: With the needle, punch a small hole through the dot printed at the top of each piece from the worksheet.

Step 5: Tie and then tape the thread to the wire according to the dimensions on the mobile pattern. (Since this is the most difficult and time-consuming task, the teacher's assistance will probably be most needed here.)

Step 6: Tie the pieces from the worksheet to the thread.

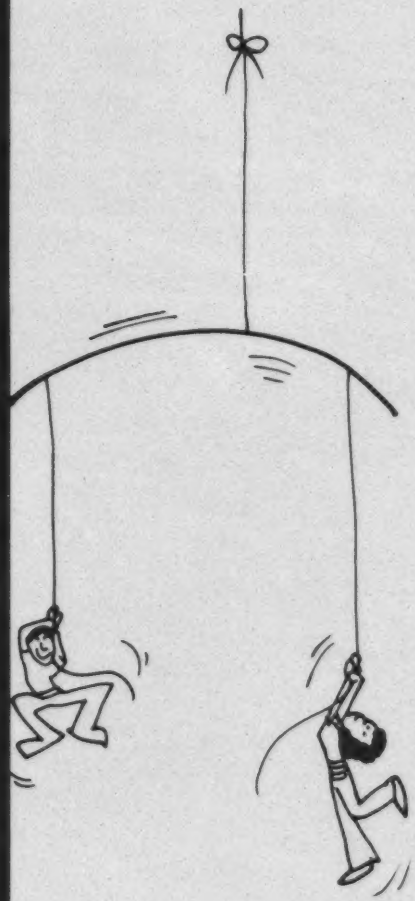
Step 7: Attach the mobile to the bent paper clip.

Activity 2: Discussion

Resources

Completed mobiles from Activity 1

Procedure



1. Use the mobile-making experience as the basis for pointing out why goals are important.

   a. Before the goal of making mobiles had been set, nothing happened.

   b. Once the goal had been established and the way to reach it had been explained, something did happen: the students created the mobiles that they can now see and enjoy.

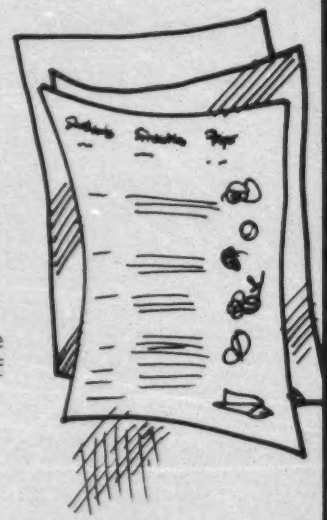
2. Discuss a variety of examples based on earlier unit activities and/or taken from classroom situations familiar to the students to reinforce student understanding of the importance of goals. For example,

   making targets
   winning the "Shooting Range" game
   doing well in school
   having many friends
   looking nice
   saving money.

3. Encourage students to offer examples of goals and explanations of why these goals are important.

Activity 3: Role Play

Resources



Videotape equipment
Script cards (copies on pages **107-16**)
Classroom items to use as props

Procedure

1. Make arrangements in advance with the appropriate staff at school to reserve the necessary videotape equipment. If necessary, arrange for that staff to assist in setting up and/or operating that equipment.

2. Set up or have someone set up the videotape equipment.

3. Choose one of the script cards and enact it yourself to give students an example of what they will do.

4. Have students enact before the class and the equipment each of the situations outlined in the script cards.

    a. Each card includes printed suggestions for dialogue and illustrations of suggested "stage directions."

    b. Each pair of cards is printed on a different color and presents two similar situations, one of which involves directed activities and one of which involves non-directed activities.

c. The pairs of situations may be enacted in any order. Both parts of a pair, however, should be enacted sequentially.

d. For each situation have two to four students (as specified on the script card) read the script (with teacher assistance as necessary), choose the roles they wish to assume, and enact the script according to the dialogue and "stage directions" provided.

e. Students should be encouraged to embellish the situations as much as they desire, using various classroom items as props and extending the situations imaginatively as far as they are able. Suggestions for props are included on the script cards.

Activity 4: Videotape Review

Resources

Videotaped enactments from Activity 3
Videotape equipment
Suggestions for discussion (pages **43-47**)

Procedure

1. Show the videotape of the enactments. Stop the tape after each pair of

enactments to stimulate discussion of these questions:

a. Which of the two situations depicts people (a person) with a goal?

b. How can you tell that the people (person) in this situation have (has) a goal?

c. How are the four parts of a goal shown in this situation?

d. What is the difference between what happens when you have a goal and what happens when you do not?

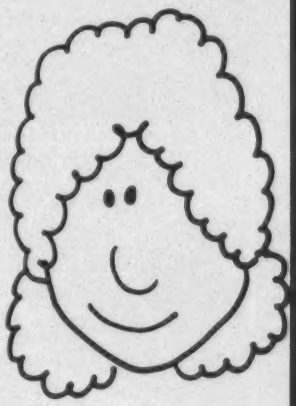
e. How do you think the people (person) feel(s) at the end of each situation?

f. Why do you think goals are important?

2. See pages 43-47 for suggestions related to each discussion question for each pair of script cards.

a. The suggestions are provided for teacher reference and might need to be amplified in content and simplified in language in order to meet the needs of students.

b. Because many of the suggestions are directly related to activities, including performance objective activities, that students will be asked to perform later in this lesson, they should be followed closely.



Suggestions for Discussion

Yellow script cards

a. The family going on a picnic has a goal.

b. Because they have a goal, they perform a series of activities (making lunch, gathering equipment, etc.) that will help them reach their goal.

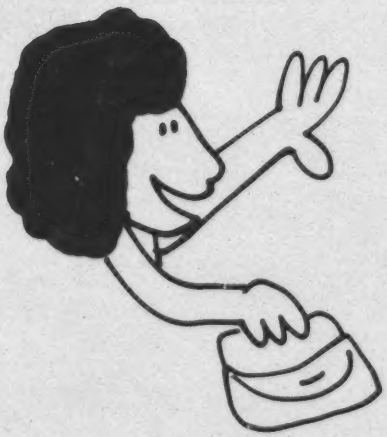
c. Going on a picnic is something they agree they want to do; it is something in the future (the afternoon); it is something that is possible (everyone can do it); and it is something they work for as they get ready for it.

d. Usually, you accomplish something when you have a goal; often, you accomplish nothing without one.

e. The family going on a picnic probably feels happy to be together; excited about the good time they will have; and pleased with themselves for having the idea, getting ready to achieve their goal, and beginning to achieve it.

   The family without a goal probably feels restless, angry, and bored.

f. Goals are important because they lead to accomplishments and to feelings of pleasure and satisfaction because of those accomplishments.



Orange script cards

a. The student who wants to get a good grade on the test has a goal.

b. Because he or she has a goal, he or she performs a series of activities (studying, doing practice problems, etc.) that will help him or her reach that goal.

c. Getting a good grade is something the student says he or she wants to do; it is something in the future (tomorrow); it is something that is possible (as proven by the "A"); and it is something the student works for by studying, etc.

d. Usually, you accomplish something when you have a goal; often, you accomplish nothing without one.

e. The student with the "A" paper probably feels happy with his or her grade, proud of him- or herself, and anxious to tell his or her parents about it.

The student with the "F" paper probably feels stupid and unhappy, even though he or she does not admit it.

f. Goals are important because they lead to accomplishments and to feelings of pleasure and satisfaction because of those accomplishments.

Red script cards

a. The students who want to bake a cake have a goal.

b. Because they have a goal, they perform a series of activities (gathering utensils and ingredients, mixing ingredients, etc.) that will help them reach their goal.

c. Baking a cake is something they say they want to do; it is something in the future (dinner in the evening); it is something that is possible (as proven by the finished cake); and it is something they work for as they prepare, bake, and frost the cake.

d. Usually, you accomplish something when you have a goal; often, you accomplish nothing without one.

e. The students who baked the cake probably feel proud of themselves for having the idea and for achieving their goal and happy for having made their mother happy.

The students without a goal probably feel embarrassed by their father's question and unhappy because their mother will be hurt by their thoughtlessness.

f. Goals are important because they lead to accomplishments and to feelings of pleasure and satisfaction because of those accomplishments.

Green script cards

a. The students who got jobs have a goal.

b. Because they have a goal, they perform a series of activities (studying the want ads, having an interview, etc.) that will help them reach that goal.

c. Getting summer jobs is something they agree they want to do; it is something in the future (the summer); it is something that is possible (as proven by the fact that they got jobs); and it is something they worked for as they pursued their job hunt.

d. Usually, you accomplish something when you have a goal; often, you accomplish nothing without one.

e. The students with jobs probably feel proud of themselves for seeking and finding jobs, happy with their accomplishment and with the thought of their future earnings, confident of their abilities, and somewhat independent because of their coming purchasing power.

The students without jobs probably feel restless and bored.

f. Goals are important because they lead to accomplishments and to feelings of pleasure and satisfaction because of those accomplishments.

Blue script cards

a. The students who want to learn to make pots have a goal.

b. Because they have a goal, they perform a series of activities (paying attention, working carefully, etc.) that will help them reach their goal.

c. Learning to make pots is something they agree they want to do; it is something in the future (by the end of the course); it is something that is possible (as proven by the completed pots); and it is something they are willing to work for as they pay attention, practice, etc.

d. Usually, you accomplish something when you have a goal; often, you accomplish nothing without one.

e. The students with a goal probably feel proud of their accomplishment, happy with their finished pots, and glad they took the course.

   The students without a goal probably feel restless, bored, and convinced that the course was a waste of time.

f. Goals are important because they lead to accomplishments and to feelings of pleasure and satisfaction because of those accomplishments.

Activity 5: Student Workbooks

Performance Objective

Part 1: The student will complete a cartoon sequence by either (a) writing a phrase or sentence or (b) creating an illustration that indicates an understanding of the difference between goal-directed activity and aimless activity.

Part 2: The student will explain the difference in feelings of satisfaction and accomplishment resulting from goal-directed activity and from aimless activity.

Resources

Student workbooks (pages **9-18**)

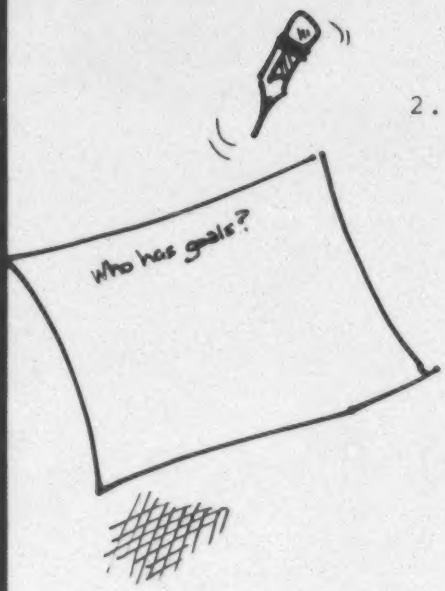
Procedure

1. As a class, read and discuss the cartoon sequence "Goals and No Goals" that begins on page 9 in the workbooks.

    a. Point out or have students identify the difference between goal-directed and aimless activity on each two-page spread in the sequence.

b. Focus on such details as accomplishment versus lack of accomplishment in each instance.

c. Direct students' attention to the characters' probable feelings in each instance.



2. Instruct each student to complete the final page in the sequence (page 18).

a. To achieve Part 1 of the performance objective, a student must identify Mike as the character in the cartoon sequence who had goals for the day and either write a phrase or sentence or create an illustration about him.

b. The written message may be simple (for example, "Mike had goals") or complex (for example, "Mike's goals were...") Any phrase or sentence that indicates an understanding of which character had goals is acceptable.

c. Similarly, the illustration may be simple (showing only Mike) or elaborate (for example, showing Mike surrounded by several of his accomplishments). Again, any illustration that indicates an understanding of the concept at hand is acceptable.

d. (Optional) Students may create both text and illustrations to complete page 18. For example, a student may both draw Mike and write a phrase or sentence about

him. It is not necessary for students to respond in both modes, however, in order to achieve the performance objective.

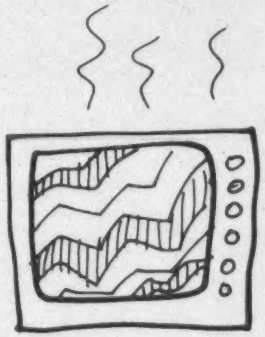
3. Ask students to focus on the personal satisfaction that can be derived from goal achievement.

    a. Each student should explain the feelings he or she thinks Mike has about his day and contrast these with the feelings he or she thinks Sue has about hers.

    b. The giving of any explanation that indicates an understanding that goal achievement leads to personal satisfaction constitutes achievement of Part 2 of the performance objective.

Activity 6: Commercial

Resources



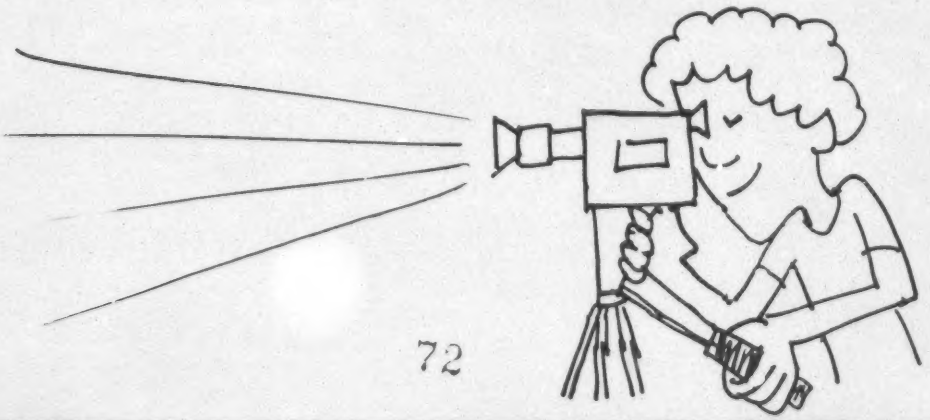
Videotaped commercials
Videotape equipment
Chalkboard
Materials for making signs (optional)
Materials for making costumes (optional)
Props (optional)

Procedure

1. Make the following arrangements prior to the class session.

    a. Arrange with the appropriate staff at school to reserve the videotaped commercials and all the videotape equipment necessary for this activity.

    b. If necessary, arrange for the appropriate staff to assist in setting up and/or operating that equipment.



2. View the videotaped commercials as a class.

   a. Discuss what is being sold in each commercial, how the product is being sold, etc.

   b. Refer to the discussion points on pages 53-54 in order to provide the appropriate structure for this discussion.

3. Have student volunteers enact several commercials.

   a. Students should choose or create the commercials they wish to enact.

   b. As each student is enacting his or her commercial, other students in the class should try to identify what is being sold.

4. Explain to the class that they will work together to create a commercial for goals.

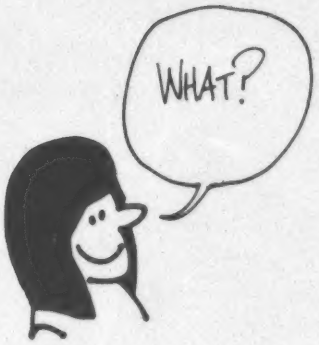
   a. The commercial will be about goals and why goals are important.

   b. The students will write and star in the commercial.

   c. The commercial can be as simple, or as elaborate (i.e., with signs, costumes, props, etc.) as teacher and students desire.

5. In a discussion designed to help students begin to write their commercial, draw on students' recollections of the videotaped television commercials to establish the following points. As each point is covered and discussed, record on the chalkboard relevant information as well as any decisions about location, characterization, etc., that are reached.

   a. What? Some commercials are about soap; some are about cars; some are about candy. This commercial will be about goals and about why goals are important. In its presentation of "goals," the commercial should make reference to the importance of knowing the four parts of goals as a means of identifying what is and what is not a goal.



   b. Where? Some commercials are about situations that happen at home; some are about situations that happen in an office; some are about situations that happen outdoors. This commercial can be set in any location students and teacher desire but might be most effective set in a school.

   c. Who? Some commercials have one character, some have several. This commercial will have some (or all) of the students in various roles. The characters could be adults at home or at work, famous people on a movie set, etc. Again, the commercial might be most effective if students merely play themselves.

d. How? Some commercials tell a story; some commercials simply show a product and tell about it. This commercial can be in either format, depending upon the teacher's and students' wishes.

6. When the elements of structure described above have been discussed--and, insofar as possible, determined--lead the class in writing its commercial.

   a. Students should be encouraged to be as imaginative as possible in contributing to an initial "brainstorming" session on the commercial.

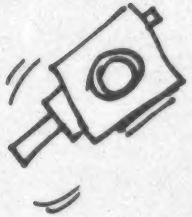
   b. The teacher serves as moderator of the "brainstorming" session; as recorder of students' suggestions; and, ultimately, as "producer" of the commercial who both chooses the best combination of ideas from which to create it and then prepares an outline of it (including story sequence, style, number of characters, etc.) from which students will work to enact it.

7. If the class has chosen to produce an elaborate commercial, allow students time at this point to make signs and costumes, gather props, etc.

   a. Assign these tasks to individual students or groups of students or, if possible, allow students to choose the tasks they will accomplish.

   b. Provide assistance as necessary.

8. Rehearse the commercial.



   a. Assign or allow students to choose the roles they will enact.

   b. Rehearse the commercial, showing students where and how to move and encouraging them to improvise any dialogue they want to use.

   c. As a class, discuss any problems uncovered during the rehearsal and determine any changes to be made in the commercial.

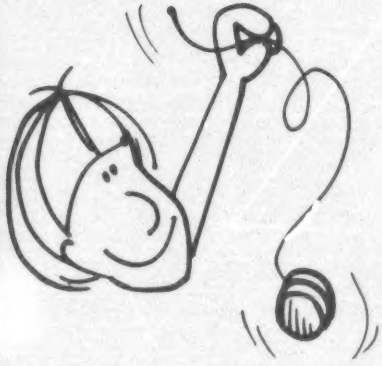
   d. Conduct additional rehearsals as necessary until students are fully prepared for the performance of the commercial that will be videotaped.

9. Videotape the commercial.

   a. Have students enact the commercial as they rehearsed it.

   b. Videotape or have a student videotape the action.

10. Discuss the completed videotape.



   a. The discussion should focus on the message of the commercial--why goals are important--and the effectiveness of the presentation of that message.

   b. The commercial might be shown to and discussed by other classes as well.

Activity 7: Press Conference

Performance Objective

The student will give one reason why having a goal or goals is important.

Resources

Targets from Lesson 1, Activity 1
Definition card from Lesson 1, Activity 3
Goal poster from Lesson 1, Activity 3
Mobiles from Lesson 2, Activity 1
Classroom furniture arranged to create the atmosphere of a television press conference (optional)
Videotape equipment (optional)

Procedure

1. Using various visual aids from earlier unit activities, review the major concepts contained in the unit thus far.

   a. A goal is something we want to be or have or do in the future; it is like a target we want to shoot at.

   b. Every goal has four parts: it is something a person wants, something in the future, something that is possible to achieve, and something a person is willing to work for.

c. There are two kinds of goals, short-range goals and long-range goals.

d. A person with a goal is more likely to accomplish something than is a person without a goal.

e. Goals are important because they lead to accomplishments and to feelings of pleasure and satisfaction because of those accomplishments.

2. Explain to the class that they will now hold a "press conference" on goals.

a. Because they have done so much work with goals (as reviewed above), the students are now experts on goals: they know more about goals than many people do.

b. In order to share that knowledge, they are going to hold a press conference--as experts in many fields do--to explain some things about goals to the television audience.

c. If necessary, remind students of press conferences they might have seen on television so that they understand the upcoming activity.

d. Encourage students to think about what they will say about goals during their press conference.

3. (Optional) Arrange the classroom furniture to create the atmosphere of a television press conference.

   a. Have the students put their desks in a line across the front of the room or have all the students sit behind the same table at the front of the room.

   b. Make whatever adjustments in lighting are possible to suggest the effect of a spotlight shining on the students.

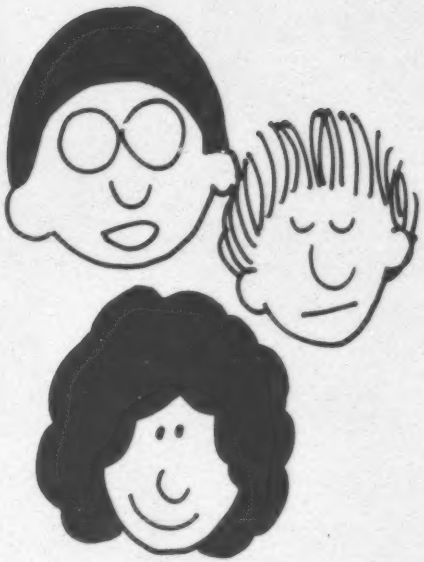
   c. If the videotape equipment used in the previous activity is still at hand, set up the camera so that students can look into it during the press conference.

4. Conduct the press conference, interviewing each student in turn about the things the class has learned through this unit.

   a. Encourage students to respond as widely as they choose to your questions about the nature of goals, the parts of goals, etc.

   b. Providing assistance as necessary, have each student tell why he or she thinks it is important to have a goal or goals.

   c. The giving of any reason that indicates an understanding of the need for having a goal or goals constitutes achievement of the performance objective.



3 What Are My Goals?

Activity 1: Student Workbooks

Resources

Student workbooks (pages **19-22**)

Procedure

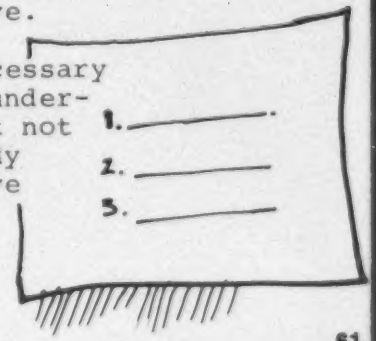
1. Lead the class to an awareness that each student has probably already set some of his or her goals. That is, each student has probably chosen for him- or herself one or more goals to pursue.

    a. Remind students of earlier unit activities--particularly Lesson 2, Activity 6, in which students chose roles, determined story and style, etc.--in which they pursued goals that they helped to set.

    b. Point out to individual students any goal-setting behavior of their own that you have observed.

    c. Ask students to offer examples of goals they have set for themselves and worked to achieve.

2. Discuss student experiences as necessary in order to bring students to an understanding that, although they might not have realized it, they have already begun to choose and work to achieve their own goals.



3. Direct the students to complete pages 19-22 in their workbooks.

   a. On pages 19-21, each student should put a checkmark beside each goal he or she chooses as his or her own.

   b. Those students who can read the list on their own should be encouraged to do so and to make their choices of goals as independently as possible.

   c. For students who do not have the print-verbal ability necessary to read the list, sign the terms as necessary, taking care to ensure that students make their own choices rather than simply mimicking those of their classmates.

   d. On page 22, students should list, if possible, several additional personal goals that they have chosen.

   e. Provide assistance to individual students as necessary.

4. Use completed workbook pages 19-22 as the basis for a class discussion.

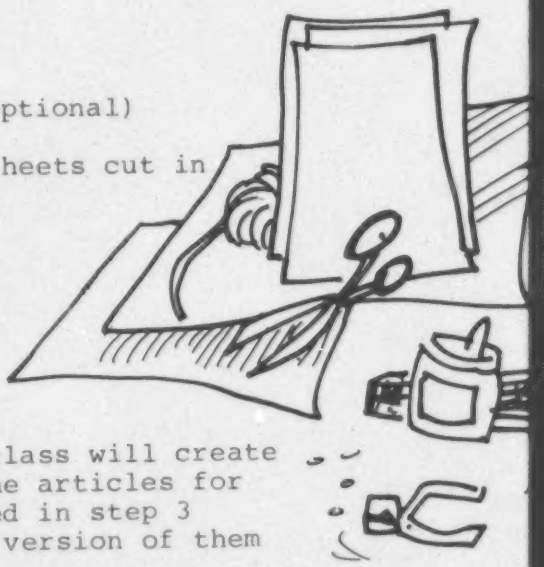
   a. Ask student volunteers to choose goals they have selected and to identify them as either short-range or long-range goals.

   b. Point out or have student volunteers point out the relationship of several of the goals they have chosen to the four parts of goals.

Activity 2: Magazine

Resources

Student workbooks (pages 19-22)
Materials for making a magazine:
- magazines and newspapers to cut (optional)
- scissors
- paste or glue
- construction paper
- photographic equipment (optional)
- typewriter (optional)
- typing paper, 8½" x 11" sheets cut in half (optional)
- hole punch (optional)
- yarn (optional)
- stapler (optional)
- book rings (optional)



Procedure

1. Determine whether your class will create the simple version of the articles for their magazine (described in step 3 below) or the elaborate version of them (described in step 4).

    a. The simple version--which involves creating articles for the class magazine simply by cutting out and pasting pictures and writing captions for them--is adequate for the purposes of this instructional unit.

b. The elaborate version--which provides a variety of options through which students can prepare their articles--is adequate for the purposes of the unit and, in addition, provides a more challenging approach for those students with advanced skills.

2. Explain to the class that they will work together to produce a magazine about goals.

   a. Each student will prepare <u>two</u> articles for the magazine, one about a short-range goal and one about a long-range goal.

   b. Students are strongly encouraged to prepare articles about goals of their own; however, those students who do not wish to "go public" with their personal goals may do articles about goals assigned by the teacher from the list of goals on pages 19-21 of the student workbook.

   c. When all the articles have been prepared, the class will put them together into a magazine.

3. Describe the following guidelines for the preparation of articles for the <u>simple</u> version of the magazine.

   a. Each student should look through magazines and newspapers to find a picture related to each of his or her chosen goals.

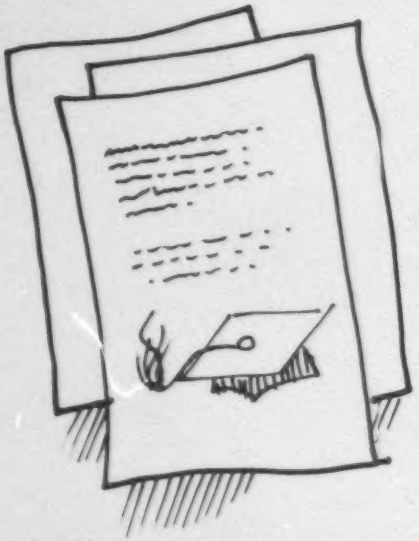
b. Students should cut out their pictures and paste or glue them to pieces of construction paper.

c. Each student should write a phrase or sentence as a caption for each of his or her pictures and should copy those captions neatly on the construction paper.

4. Describe the following guidelines for the preparation of articles for the <u>elaborate</u> version of the magazine.

a. The articles should result from a variety of approaches:

- stories written by the students,
- stories written and illustrated by the students,
- stories written by the students and embellished with pictures and/or headlines cut from magazines and newspapers,
- stories put into cartoon or comic strip form (with captions) by the students,
- reports by the students of interviews of one another,
- photo essays prepared by the students, and/or
- any other approaches suggested by the teacher and/or students.



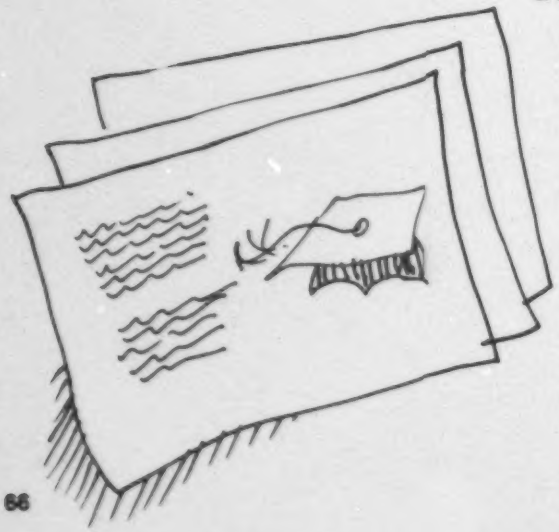
b. As a first step, each student should meet with the teacher about his or her articles. The teacher will

   - make a record of the two goals about which the student will prepare articles;
   - for each goal, help the student determine the approach that best suits both his or her interests and abilities and the nature of the goal to be presented; and
   - assign a deadline for a "rough draft" of each article.

c. On the deadline, the teacher will collect, examine, and, if necessary, correct the students' rough drafts and will determine whether the magazine will be horizontal or vertical in format.

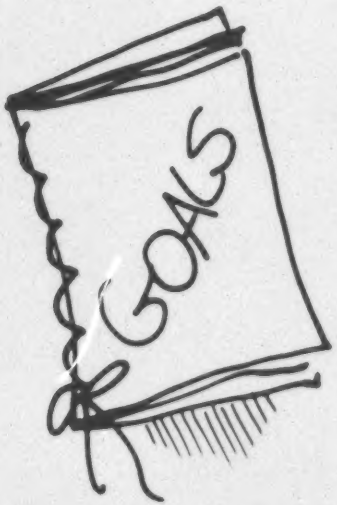
d. After the rough drafts have been reviewed, each student will

   - type or print his or her articles on the halved typing paper according to the format established by the teacher;
   - paste or redraw any illustrations--drawings, headlines and/or illustrations from magazines and newspapers, cartoons, etc.--on the typing paper;



- cut away any unused space on the paper in order to leave room for "filler" for the magazine; and

- paste the completed articles on pieces of construction paper in a way that ensures variety and attractiveness among the completed pages.



5. When all the articles have been prepared, have students design and create the graphics for the magazine.

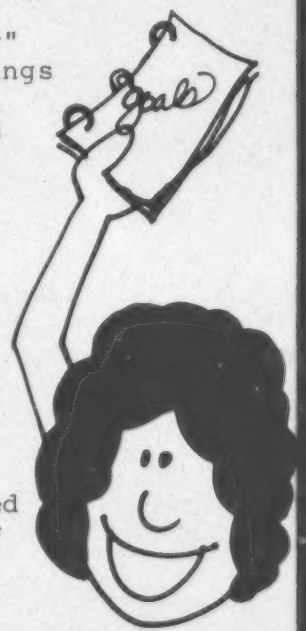
   a. Students should choose a title for the magazine and design and create a cover containing that title.

   b. Students can create such "filler" pieces for the magazine as drawings of targets and arrows, fancy printings of the word "goal" and of the key words related to the parts of goals, drawings of the sign for "goal," etc.

6. Have students assemble and bind the magazine.

   a. The class as a group should decide the order in which the articles will appear.

   b. The magazine can be bound with yarn pulled through holes punched in the pages and cover or in any other appropriate manner, such as stapling or using book rings, selected by the teacher.



7. Discuss the completed magazine.

   a. Insofar as possible without embarrassing students, discuss the content of the magazine: the nature and quality of the articles, the goals reflected in the articles and illustrations, etc.

   b. Discuss the process of preparing the magazine as an example of setting a goal and working to achieve it.

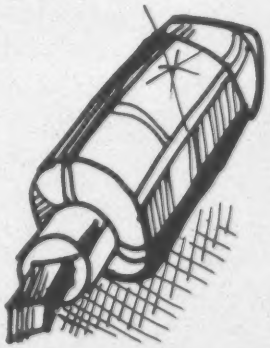
Activity 3: Drawing or Description

Performance Objective

The student will create an illustration or a written description of him- or herself upon the achievement of one of his or her personal goals.

Resources

Magazine from Activity 2
Student workbooks (pages **19-22**)
Materials for making drawings (optional)



Procedure

1. Ask students to turn to the magazine created in Activity 2 or to pages 19-22 in their workbooks. Each student should choose one of the goals identified by him or her in either of these places.

2. Explain that each student will use the goal he or she has chosen as the basis for this activity.

    a. Each student will imagine what he or she will be and how he or she will feel when that goal is achieved.

    b. Each student will then either draw a picture or write a description of him- or herself upon the achievement of the goal.

3. Have students work on the performance objective activity.

    a. Allow each student to choose the medium (i.e., drawing or writing) he or she will use in this activity.

    b. Distribute or allow students to choose whatever drawing materials, if any, they require.

    c. Provide assistance as necessary as students write or draw their creations.

4. To achieve the performance objective, each student must create a drawing or description that reflects a personal goal.

   a. Students may explain their work to the teacher in order for the teacher to judge whether the students truly have some knowledge of goals of their own.

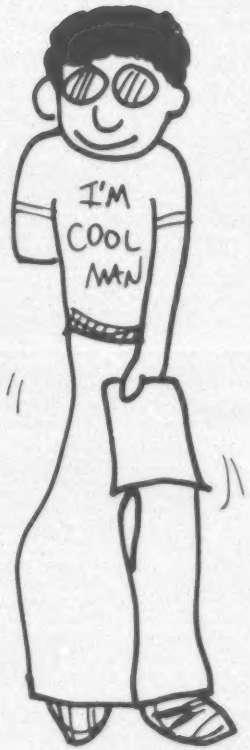
   b. It is not necessary for any student to explain his or her drawing or description to the class as a whole.

5. Base the following presentation on one or more drawings or written descriptions volunteered for this purpose.

   a. Remind the class that a goal is something a person wants; something in the future; something it is possible to do, be, or have; and something a person is willing to work for.

   b. Point out that each student will have to work to make his or her drawing or description "come true."

   c. Explain that now students will begin to think about how to work to achieve some of their goals.



Activity 4: Biographies

Resources

"Wilma Rudolph" booklet (copy on pages **117-24**)
"Andrew Foster" booklet (copy on pages **125-32**)
Discussion questions (page **73**)
Supplementary materials related to these individuals (optional)
Materials for making bulletin board(s):
- scissors
- paste or glue
- construction paper
- photographs
- letters
- other materials selected by the teacher

Procedure

1. Assist students in assembling their copies of "Wilma Rudolph."

2. As a class, read the booklet and discuss the questions on page 73.

3. If possible, use supplementary materials about Ms. Rudolph to enhance students' familiarity with her life and understanding of her goals and her efforts to achieve them.

4. Follow the same procedures as those outlined above with the "Andrew Foster" booklet and the questions on page 73.

5. Explain that the class will prepare one or more bulletin boards about the individuals they studied.

   a. The class may create one bulletin board about both people, one bulletin board about each person, or one bulletin board about either person.

   b. Bulletin boards may be as simple or as elaborate as teacher and student interest warrant.

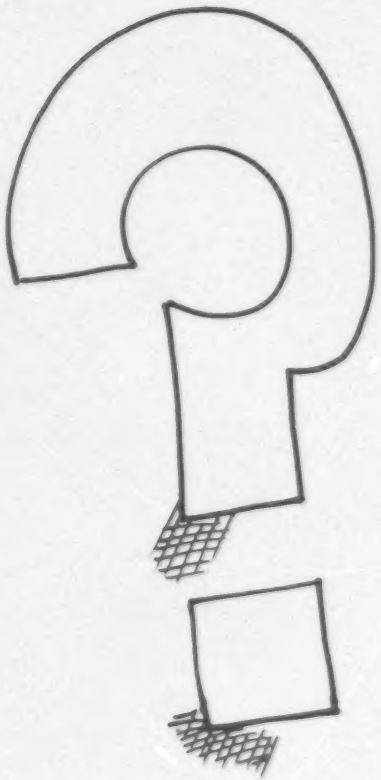
6. Have the class prepare the bulletin board(s) as planned.

   a. Make available or instruct students to obtain the necessary materials.

   b. Encourage students to be as imaginative as possible in their design and creation of the board(s).

   c. Provide assistance as necessary.

Discussion Questions



"Wilma Rudolph"

1. What was Ms. Rudolph's goal?
2. What steps did Ms. Rudolph take to achieve her goal?
3. Was it easy for Ms. Rudolph to take these steps?
4. What problems did Ms. Rudolph overcome to achieve her goal?
5. Can all handicaps be cured? Overcome?
6. How did other people help Ms. Rudolph achieve her goal?
7. What does Ms. Rudolph's story tell you about your own life?

"Andrew Foster"

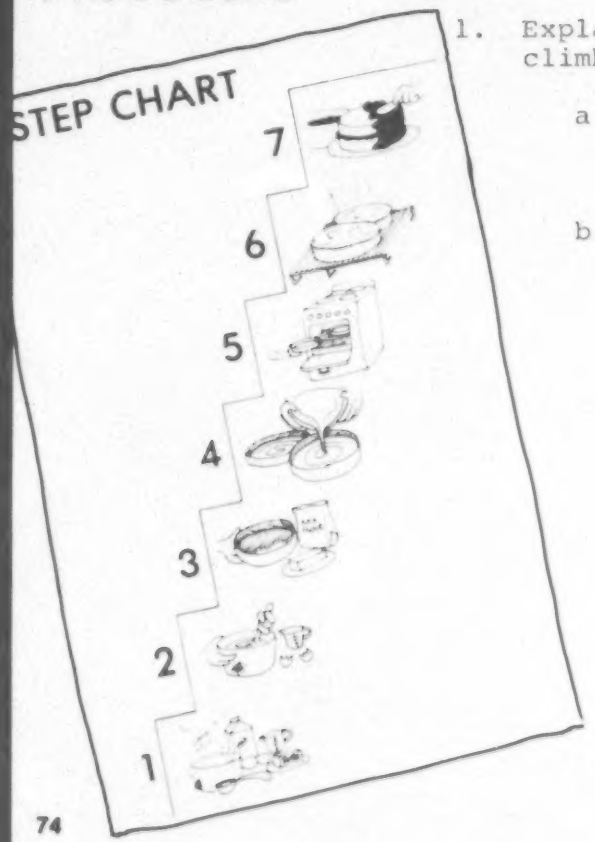
1. What was Mr. Foster's goal?
2. Do you think Mr. Foster always knew what his goal was?
3. What steps did Mr. Foster take to achieve his goal?
4. Was it easy for Mr. Foster to take these steps?
5. What problems did Mr. Foster overcome to achieve his goal?
6. Do you think other people helped Mr. Foster achieve his goal?
7. What does Mr. Foster's story tell you about your own life?

Activity 5: Reaching a Goal

Resources

Step Chart (copy on page 133)
Ingredients, utensils, etc., for baking a cake (optional)
Chalkboard
Piece of paper (large enough to cover the Step Chart)

Procedure



1. Explain that reaching a goal is like climbing steps.

   a. To illustrate this, use the "steps chart" depicting the steps involved in baking a cake.

   b. Cover the chart. As you reveal each picture, explain the illustration:

      - gathering the utensils and ingredients,
      - combining and beating the ingredients,
      - greasing and flouring the cake pans,
      - pouring the batter into the pans,
      - putting the cake in the oven until it is ready,
      - cooling the cake, and
      - frosting the cake.

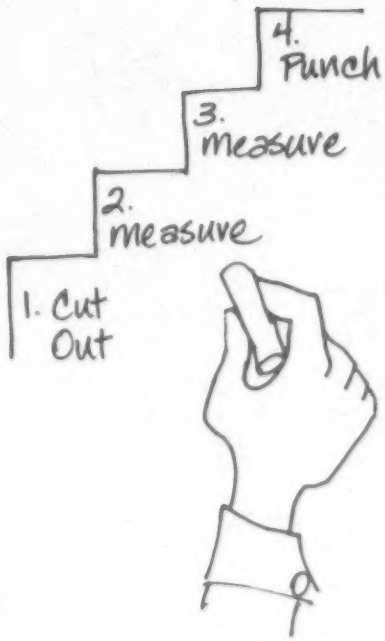
c. Point out that completing all the steps results in the achievement of the goal of the activity.

2. (Optional) Work with the class as a group to bake a cake according to the steps illustrated on the Step Chart. Point out such additional steps as reading the recipe, turning on the oven, making the frosting, etc.

3. Discuss as necessary the concept of climbing steps to reach a goal. Clarify the concept with such examples of unit activities as making mobiles, creating the commercial, and preparing the magazine.

   a. As you discuss each example, encourage the class to break it down into the steps they followed when performing the activity.

   b. As each step is identified, write it on the chalkboard, arranging the phrases similarly to the way the steps on the Step Chart are arranged so that this visual reminder of "climbing steps" will reinforce student understanding of this concept.



4. Use examples familiar to the students to develop their understanding that goals are reached by "climbing steps."

   a. Write on the chalkboard a known student goal--for example, "John wants to have a new sweetheart."

b. Have the class work as a group to identify the steps the student would climb to reach this goal--for example, deciding who he wants as his sweetheart, making sure he is always clean and well-groomed when he is with her, doing nice things for her, etc.

c. Proceed as above to write each step on the chalkboard in order to illustrate that the students climb steps to achieve their personal goals.

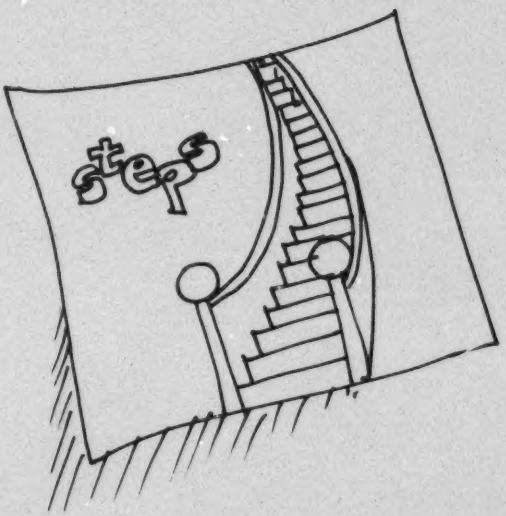
d. Continue this activity as long as student interest warrants, selecting examples related to as many students and kinds of goals as possible.

Activity 6: "Steps"

Resources

Materials for the game:
- game board (copy on page **134**)
- game cards (copies on pages **135-37**) and key (pages **79-83**)
- markers

Procedure



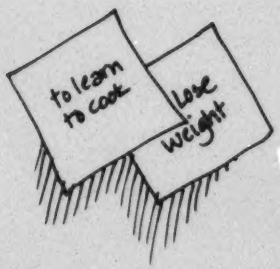
1. Engage the class in a game designed to help them understand more fully that goals are achieved in steps. Pick one of the game cards and use it as the basis for explaining the game as follows.

    a. If you pick a bonus or penalty card on the first turn, return it to the pack and pick another card.

    b. If you pick a card imprinted with a phrase about a goal (for example, "To be a teacher"), name several steps toward the achievement of that goal (for example, go to high school, go to college, do practice teaching, find a job).

    c. For each step you name, use a marker to "climb" one step on the game board.

    d. Follow these same procedures with several additional cards to demonstrate the playing of the game for the class.



2. Choose a student at random and have him or her begin the game according to the procedures you demonstrated.

    a. Play passes to the left, with each student in turn following these procedures and naming as many steps as he or she can toward the achievement of the goal printed on his or her card.

b. Determine the correctness of the steps named by the student. In this regard, be as flexible as possible, accepting any reasonable answer whether it reflects a traditional approach or not and whether it is in the appropriate sequence or not. Suggestions for possible steps related to each game card are provided on pages 79-83.

c. As noted above, students who pick bonus or penalty cards on their first turns should return these to the pile and pick other cards.

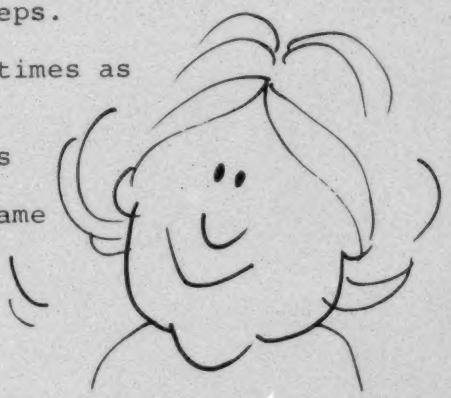
d. On second and subsequent turns, students who pick these cards should follow the instructions printed there.

e. The first student to "climb" to the top of the steps wins the game.

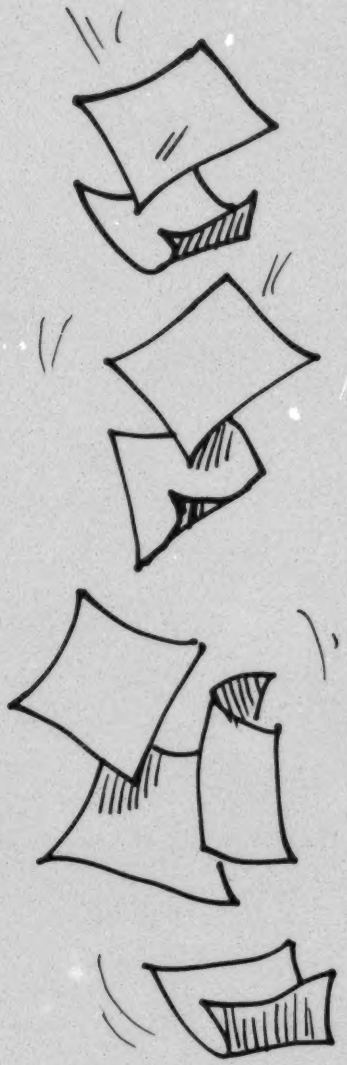
3. The game should be played until first-, second-, and third place winners are determined in order to give all students ample opportunity to climb all the steps.

4. The game may be played as many times as students' interest warrants.

5. (Optional) Make additional cards related to the students' own experiences to supplement the game cards provided with the unit.



Key



To be a teacher
(Go to high school, go to college, do practice teaching, find a job)

To lose weight
(See a doctor, decide how much weight to lose, diet, exercise)

To win an award at school
(Decide what award to try for, think of everything needed to win, do each thing the best I can)

To make five new friends
(Decide what friends I want, talk to them every day, be nice to them, ask them to do things with me)

To learn to cook
(Find someone to teach me, watch this person carefully, study cookbooks, practice cooking different foods)

To be on the basketball team
(Learn many kinds of shots, practice every day, play in many pick-up games, learn to block and to rebound, try out for the team)

To go to college
(Study hard, do my homework, take the right courses, decide what colleges to apply to, save money, get a loan, apply to different colleges, decide where to go)

To save $500
(Get a part-time job, save all the money from the job, save birthday and other gift money, avoid buying anything unnecessary)

To have hearing friends
(Be friendly to hearing people, teach hearing people to sign, ask hearing people to do things with me)

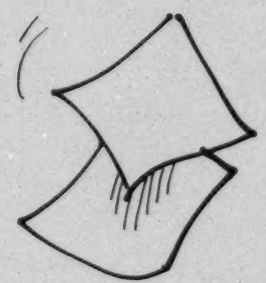
To get married
(Date many people, decide what kind of person I want to marry, find the "right" person, go steady, get engaged, have a wedding)

To win a merit badge for swimming
(Learn what is required, learn to do the different strokes required, practice every day, take the test for the award)

To get good grades
(Study, work carefully in class, pay attention, do homework, do well on tests)

To be a model
(Become very slim, go to modeling school, learn to wear makeup, learn to fix my hair in many ways, model for charity to get experience, find jobs)

To paint my room
(Decide what color I want; buy paint, brushes, etc.; move furniture away from walls; cover furniture with sheets; wash walls; paint the ceiling with the first coat; paint the walls; apply the second coat; replace furniture)



To learn to type
(Take a typing course, practice typing exercises every day, type for friends to get more practice)

To win a race
(Eat well, get enough rest, practice running every day, enter the race, run in the race)

To have a nice vacation
(Decide where to go; plan the trip; save money

for the trip; buy clothes for the trip; pack; drive, fly, or take a train or bus to the vacation site)

To make a model car
(Decide what model to make; buy the model, glue, paints, etc.; glue the pieces of the model together; paint the model)

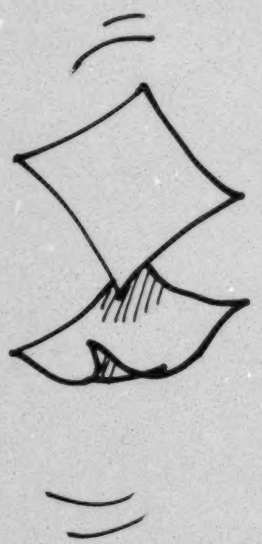
To bake an apple pie
(Get the ingredients, peel and slice the apples, make a crust, fill the crust with apples and other ingredients, turn on the oven, put the pie in the oven, take the pie out of the oven, cool the pie)

To find a part-time job
(Decide what kind of job I want, look at want ads in the newspaper, decide whether I can do each job, arrange interviews, have interviews, decide what job to accept, accept a job)

To have nice clothes
(Look in magazines to learn what styles are popular, decide what kinds of clothes to buy, save money to buy clothes, go shopping, buy clothes)

To be a professional football player
(Learn to play football well, practice, play in high school, play in college, be drafted or try out for a team as a walk-on, make the team, sign a contract)

To have a house
(Decide what kind of house to buy, decide where to buy, learn what to look for when buying, save money, find a realtor, look at many houses, decide which house to buy, agree with the owner on a price, sign a contract, move in)



To help people
(Virtually any reasonable answers related either to potential jobs or to other opportunities for helping others would be appropriate.)

To be a carpenter
(Take woodworking in high school, go to trade school, learn from other carpenters, find a job)

To learn to drive
(Get a learner's permit, take driver's education at school or have someone teach me to drive, practice, take a test for a license)

To give Christmas presents to my family
(Decide what to give each person, save money, make or buy a gift for each person, wrap the gifts)

To be a great artist
(Learn to draw and paint, go to art school, paint many pictures, have shows, sell my art to many people)

To gain weight
(Eat big meals, eat many snacks, drink milkshakes)

To belong to the National Theatre of the Deaf
(Work in plays at school, take acting lessons, apply for an audition, audition, accept an offer to join)

To make a car clean and shiny
(Wash the car, wash the windows, dust and vacuum or sweep the inside of the car, wax the car, polish the chrome)

To have a party
(Decide date, time, place, and guest list; issue invitations; buy and/or make refreshments; clean and decorate for the party)

To have a garden
(Decide what to plant, get the necessary tools, buy seeds, turn over the soil, plant the seeds, water the garden)

To be a nurse
(Go to high school, take a first aid course, work as a hospital volunteer, go to nursing school, pass the nursing board exams, find a job)

To make a suit
(Find a pattern; buy material and thread; cut out the pattern; sew the pieces together on a sewing machine; add buttons, hems, etc., by hand)

Activity 7 : Discussion

Resources

Game cards from Activity 6

Procedure

1. Choose several pertinent game cards to provide the basis for this discussion. For example:

   to make five new friends,

   to help people,

   to be a great artist,

   to go to college,

   to save $500.

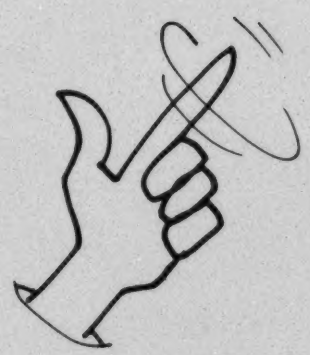
2. With the class, examine each card in turn. Bring out the following points:

   a. Once a person chooses a goal, he or she must then choose the steps to take to achieve it.

   b. A goal can often be reached in a variety of ways.

   c. Reaching any goal requires planning: thinking, making choices, and working to make the goal "come true."

3. Discuss additional cards as necessary to ensure student understanding of these concepts.



4. Ask students to offer their own examples of goals, of various steps to the achievement of those goals, and of evidence that achieving the goals requires planning.

Activity 8: Student Workbooks

Resources

Student workbooks (page **23**)

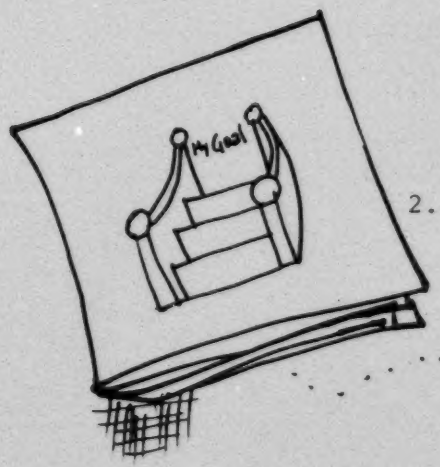
Procedure

1. Direct students to complete page 23 of their workbooks.

   a. Each student should choose a goal and write or illustrate it in the box labeled "My Goal."

   b. Each student should then write, in the steps leading to the goal, three steps he or she would take to achieve it.

2. Provide assistance as necessary.



Activity 9: Contracts

Performance Objective

The student will enter into and fulfill a contract for the achievement of a particular goal.

Resources

Contracts, one for each student (copy on page **138**)

Procedure

1. Schedule an individual conference with each student in the class.

2. During this conference, make a written contract with the student regarding the setting and achievement of a goal.

   a. The goal may involve achievement either inside the classroom or out and the steps to achieve it may be specific or broad, depending upon the goal itself and upon the abilities of the student who will pursue it.

   b. Teacher and student together should determine (on the basis of the student's interests and abilities) the goal, the number and nature of the steps necessary to achieve it, and the date by

which the goal should be achieved.

c. In order for the contract to be "valid," it should contain all the above information and the signatures of both student and teacher.

3. Have each student carry out the terms of his or her contract.

   a. Monitor student progress and provide assistance as necessary.

   b. Remind students of approaching deadlines as necessary.

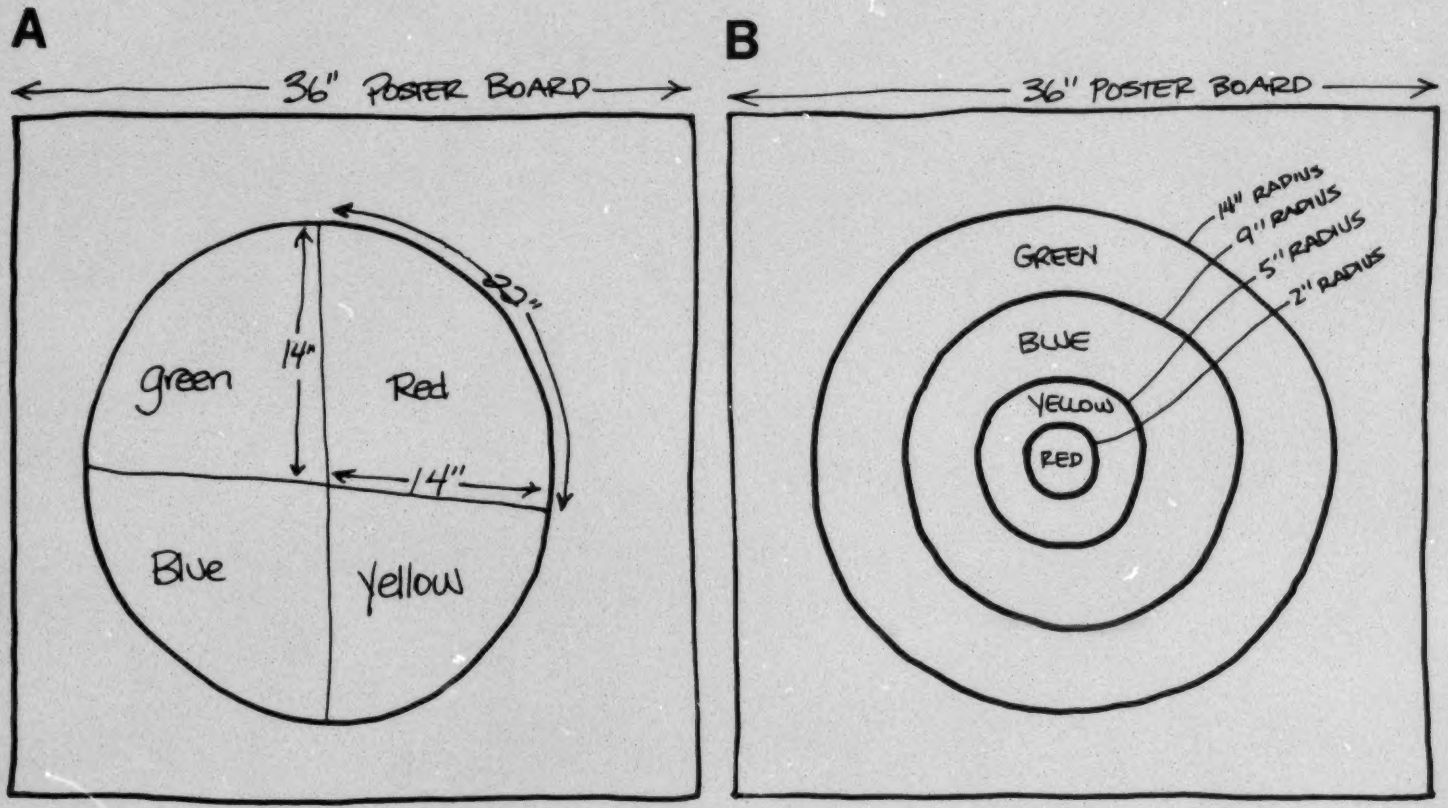
4. Schedule a follow-up conference with each student.

   a. During this conference, determine whether the student has in fact attained the goal for which he or she contracted.

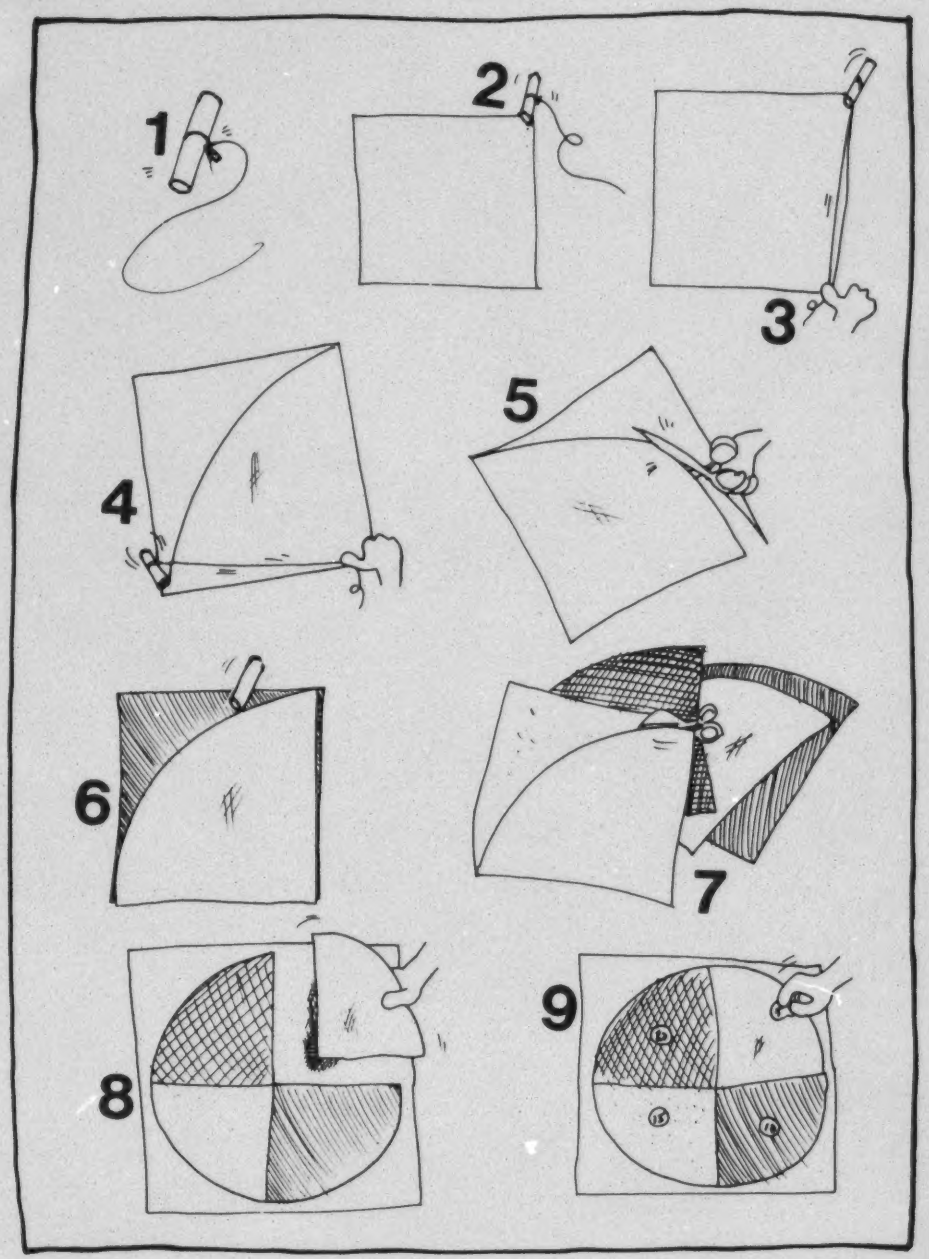
   b. A student must attain the goal agreed upon in the contract in order to achieve the performance objective.

Unit Resources

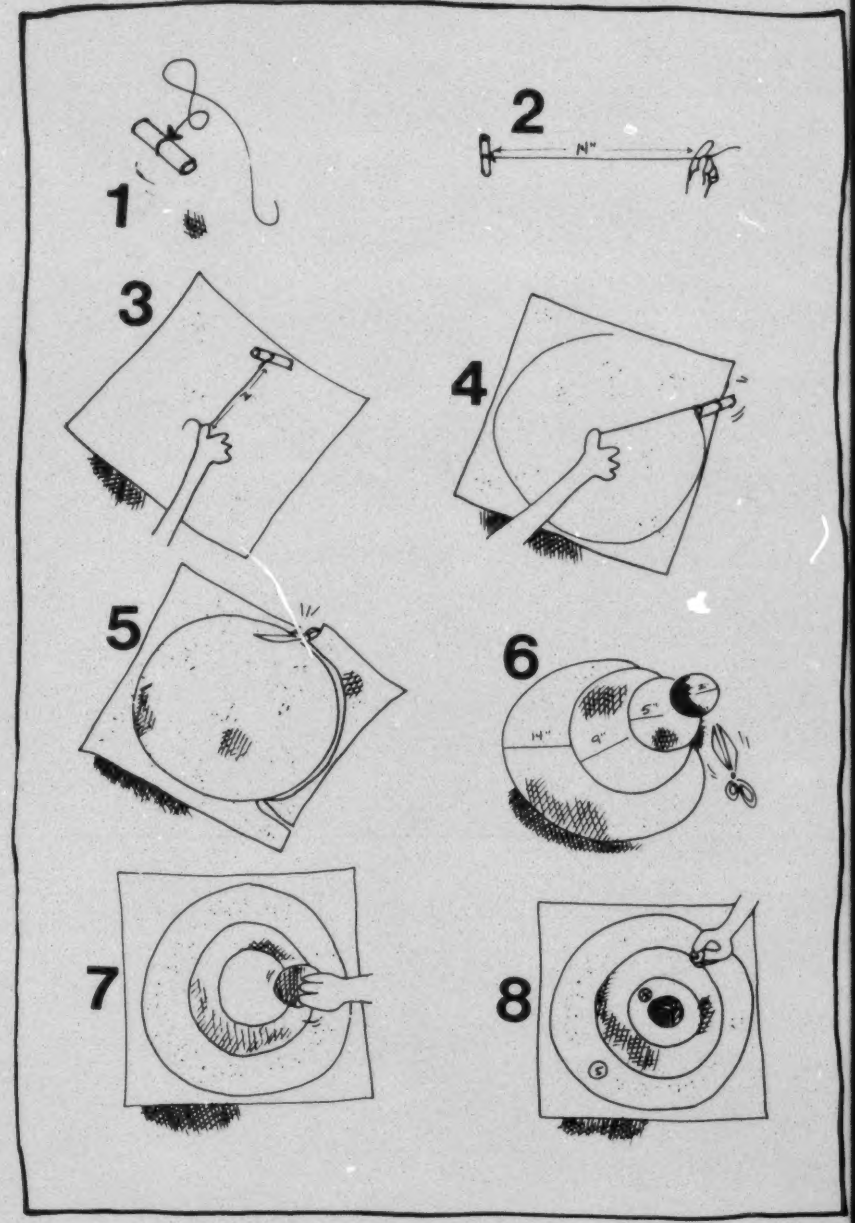
Target Patterns



Directions Poster A



Directions Poster B



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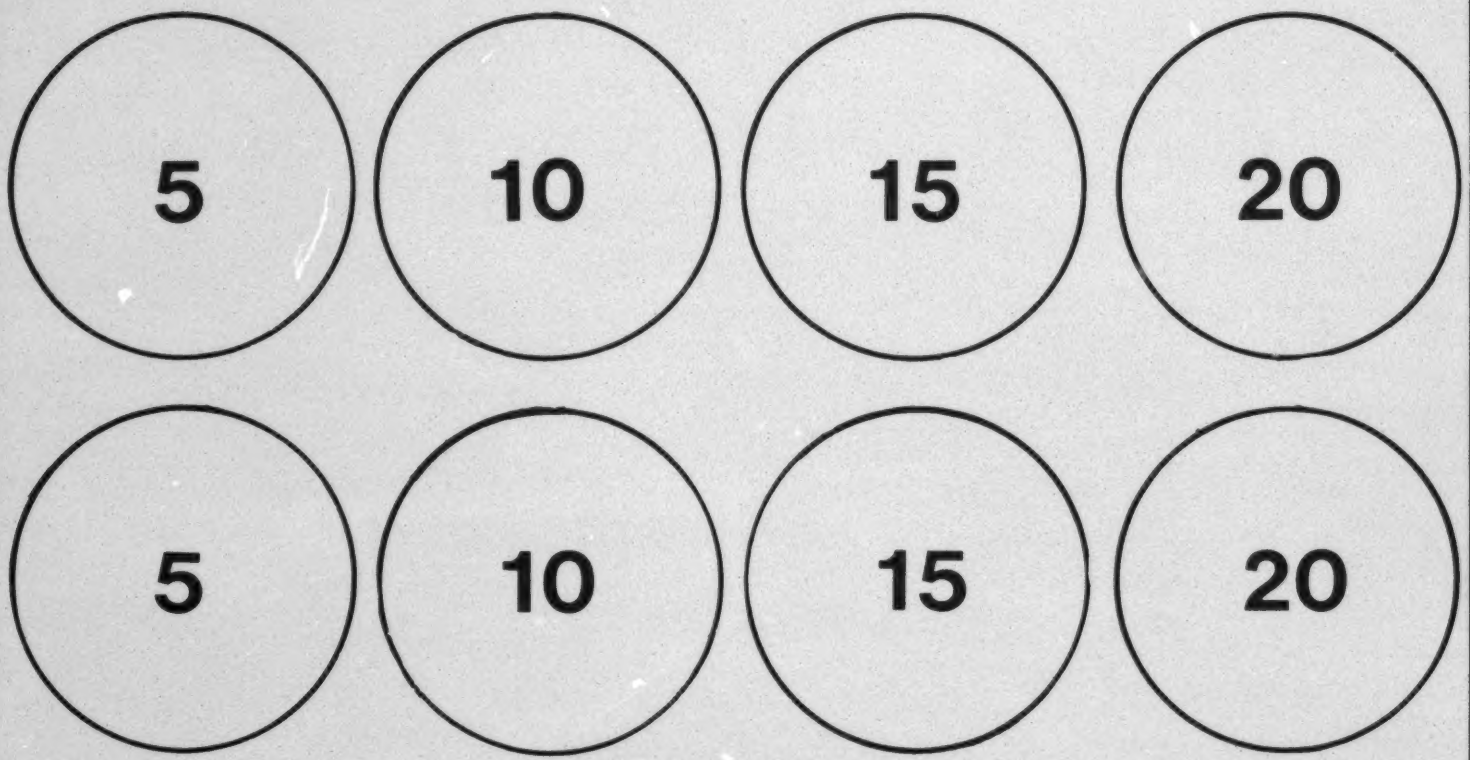
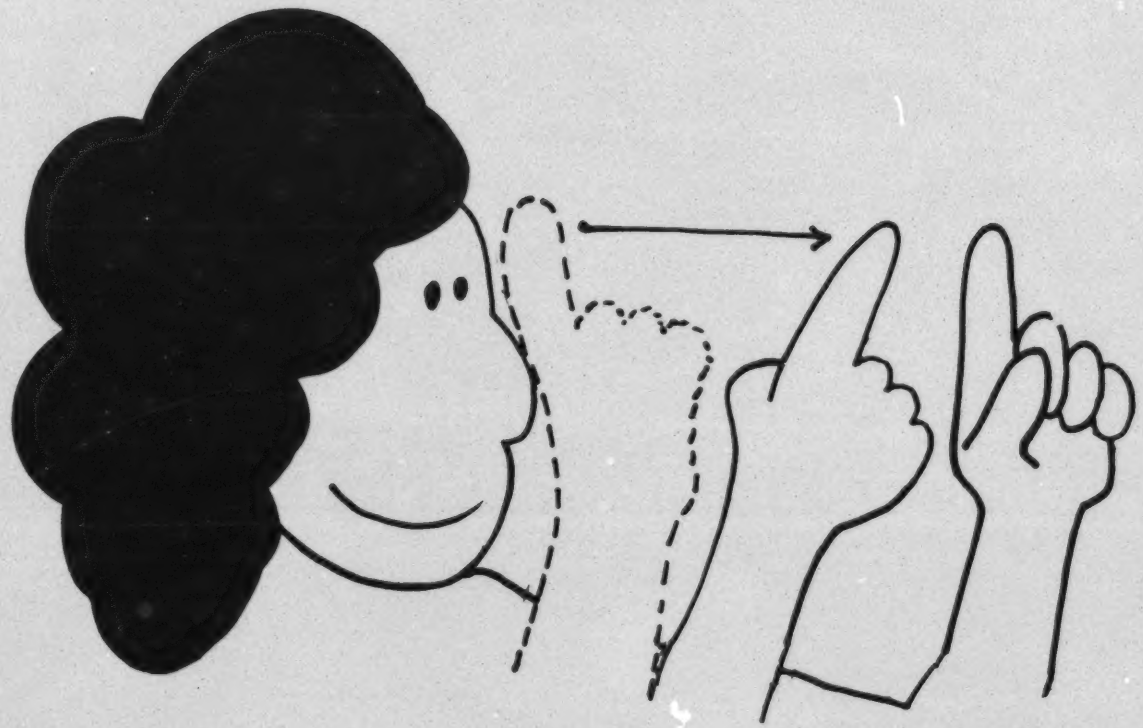
Point Value Circles

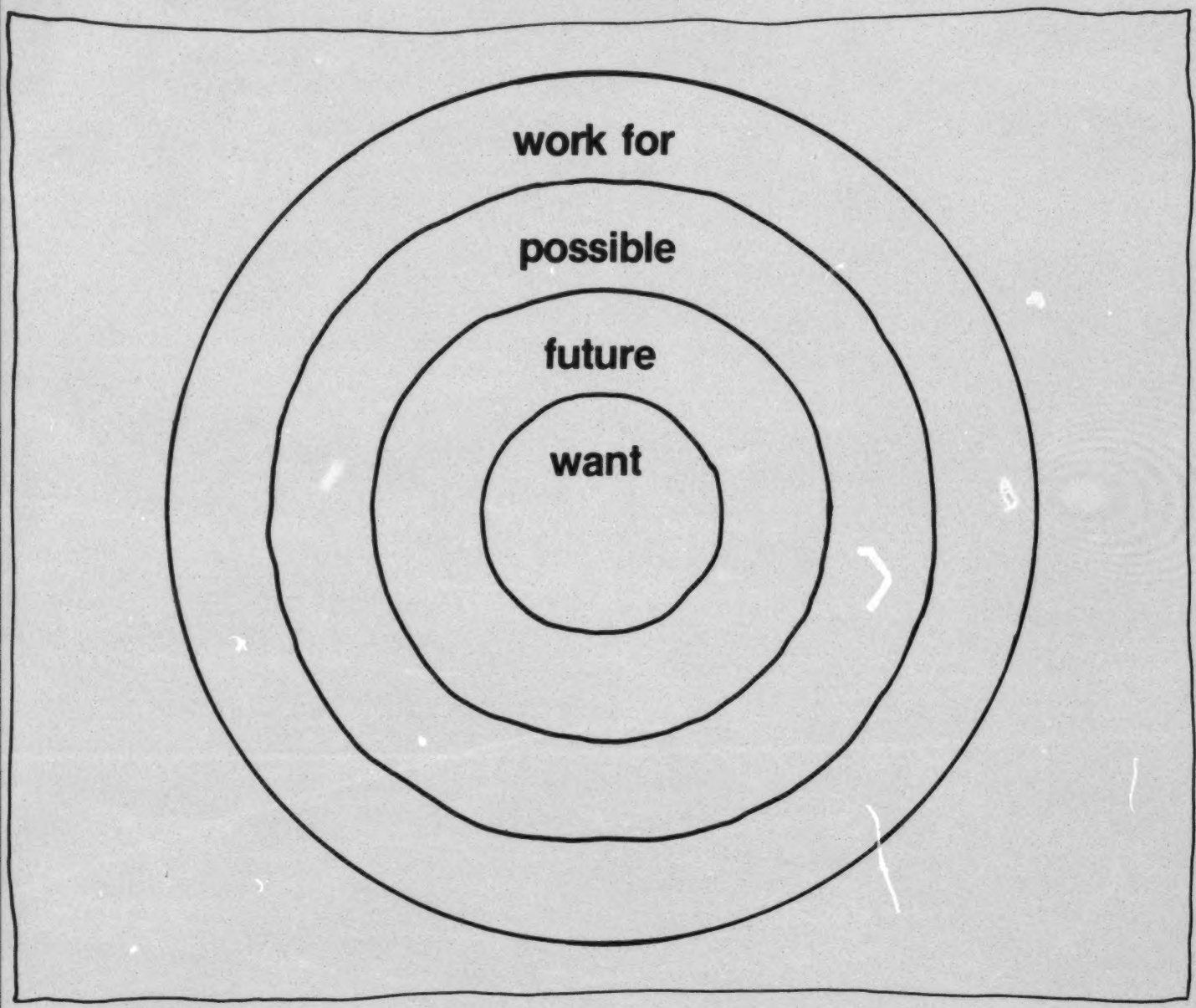


Definition Card

a GOAL



Goal Poster

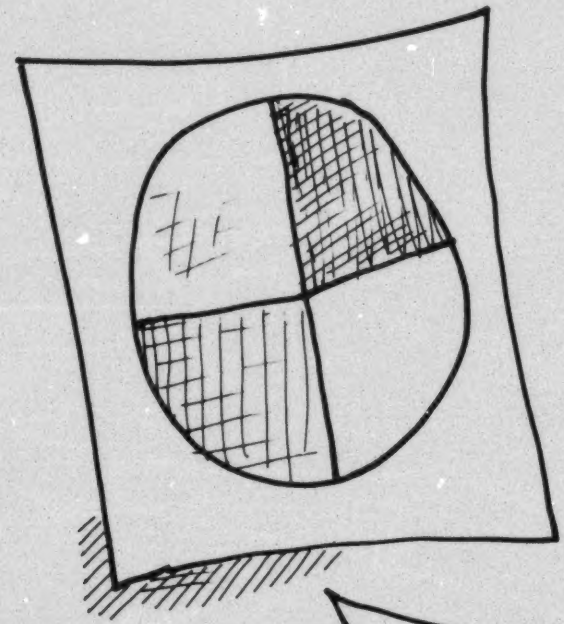


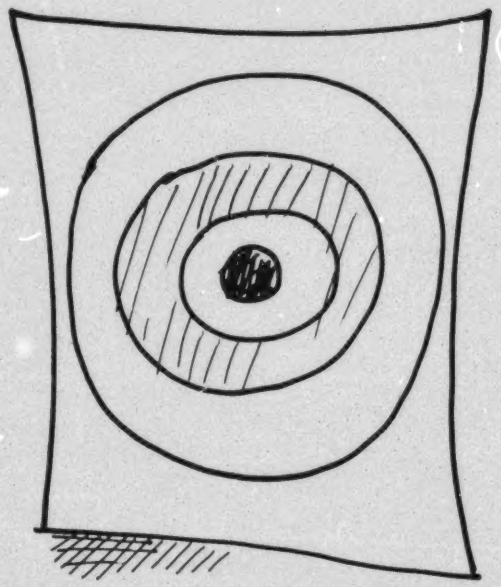
Sequence Cards

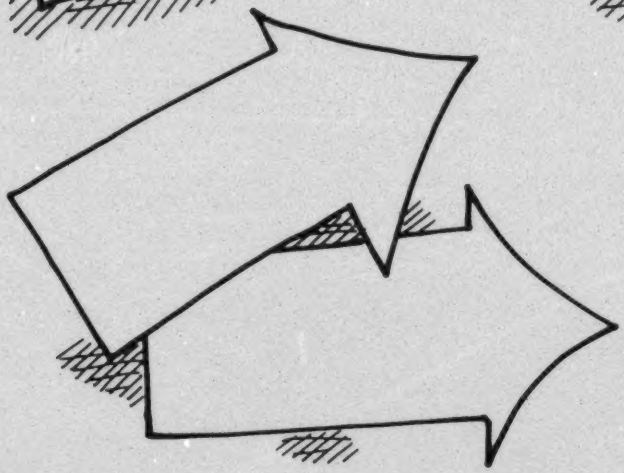
Dan	wants	to go	to art school.	
Betty	wants	to learn	to ride	a skateboard.
Ken	wants	to save money	to buy	a shirt.
Sally	wants	to teach	deaf children.	
Does	Dee	want	to win	this race?
Does	Linda	want	to travel	around the world?

Helen	wants	to be	a doctor.	
Bill	wants	to look	nice	tonight.
Larry	wants	to read	two books	next week.
Ruth	wants	to get	an A	tomorrow.
Rick	wants	to be	a father	some day.
Jeff	wants	to lose	thirty pounds	in two years.

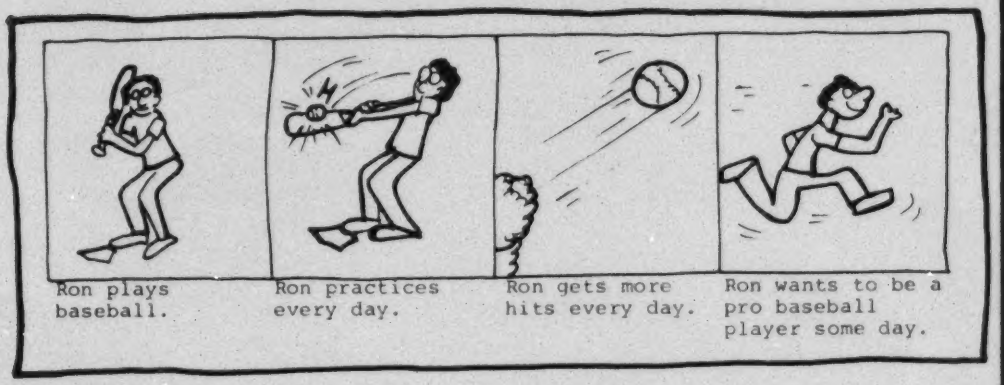
Materials for "Shooting Range"







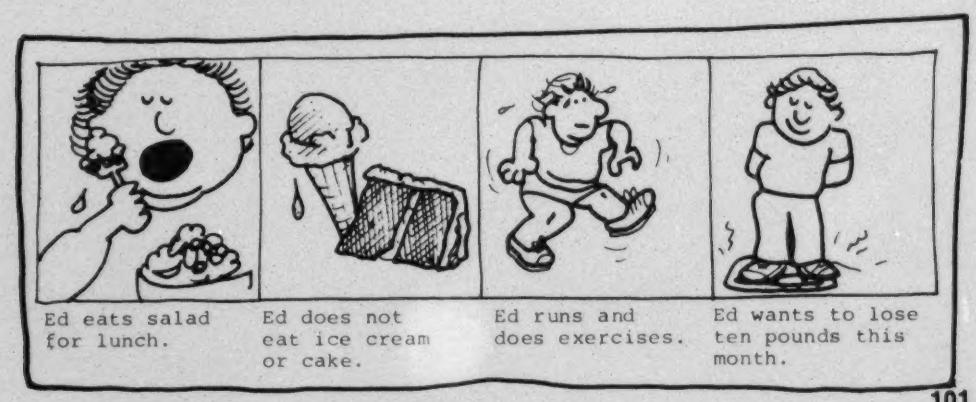
Cartoon Cards



Karen has a job.
Karen earns $20 a week.
BANK
Karen saves all her money for two months.
Karen wants to buy new clothes for school.

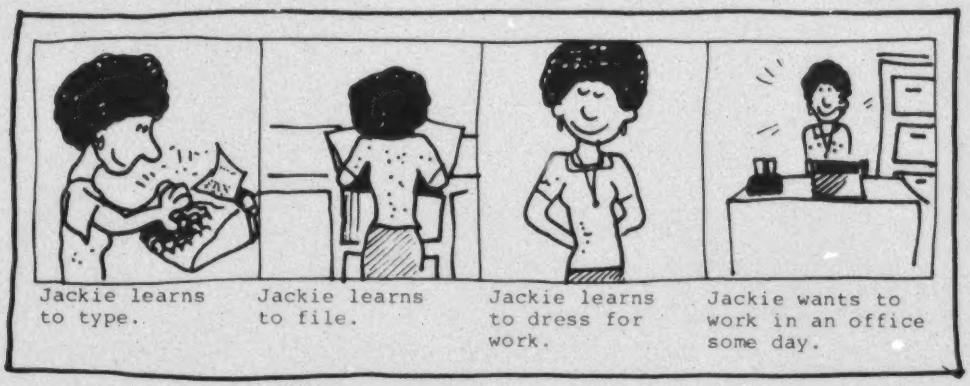
Brenda draws birds and flowers.
Brenda draws trees and people.
Brenda draws something new every day.
Brenda wants to be a famous artist some day.

Jeff reads a cookbook.
Jeff asks his mother some questions.
Jeff practices making crust.
Jeff wants to learn to make pizza for his party next week.

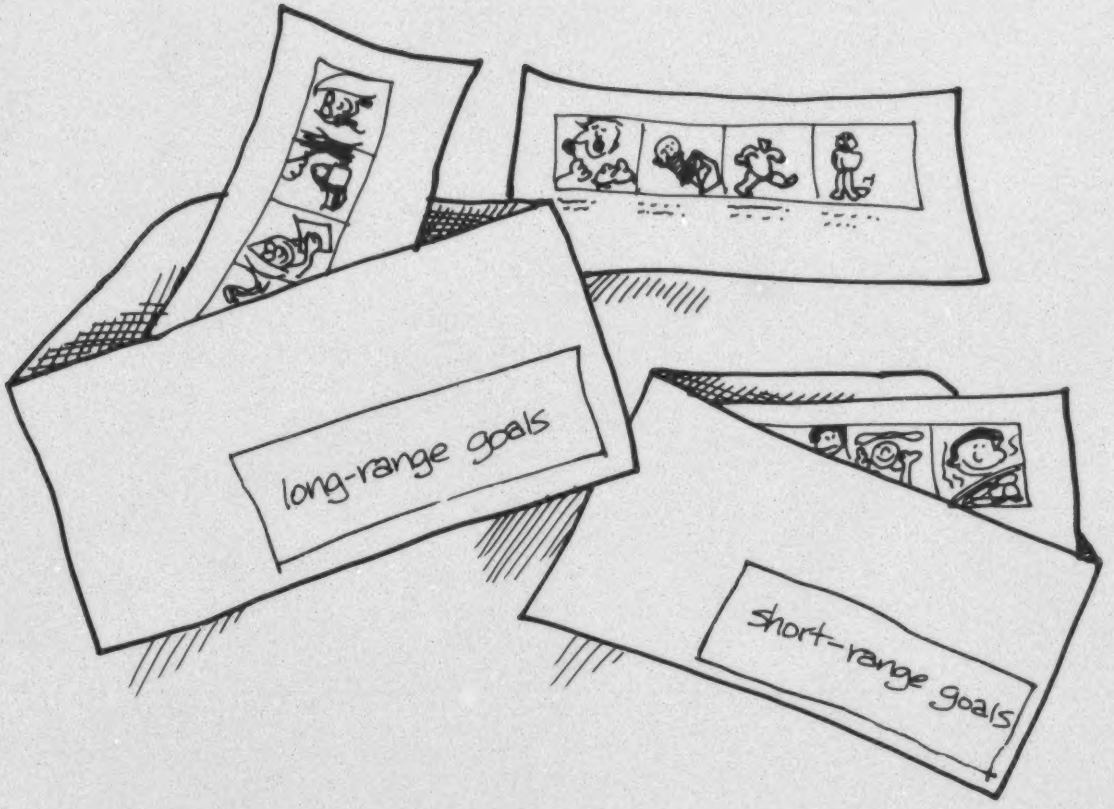

Ed eats salad for lunch.
Ed does not eat ice cream or cake.
Ed runs and does exercises.
Ed wants to lose ten pounds this month.

101

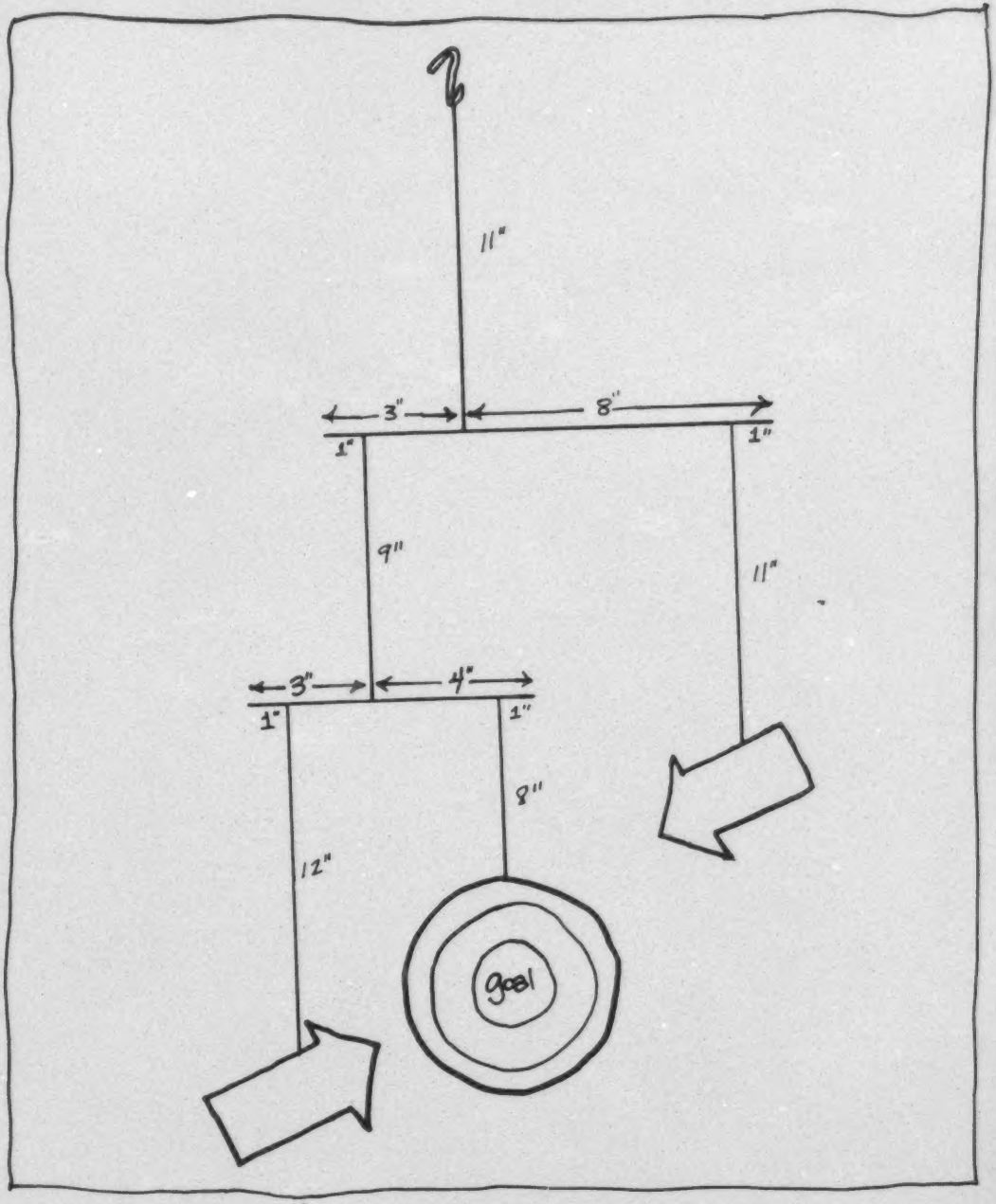
Beth buys yarn and needles.
Beth goes to knitting class.
Beth practices.
Beth wants to learn to knit.


Jackie learns to type.
Jackie learns to file.
Jackie learns to dress for work.
Jackie wants to work in an office some day.

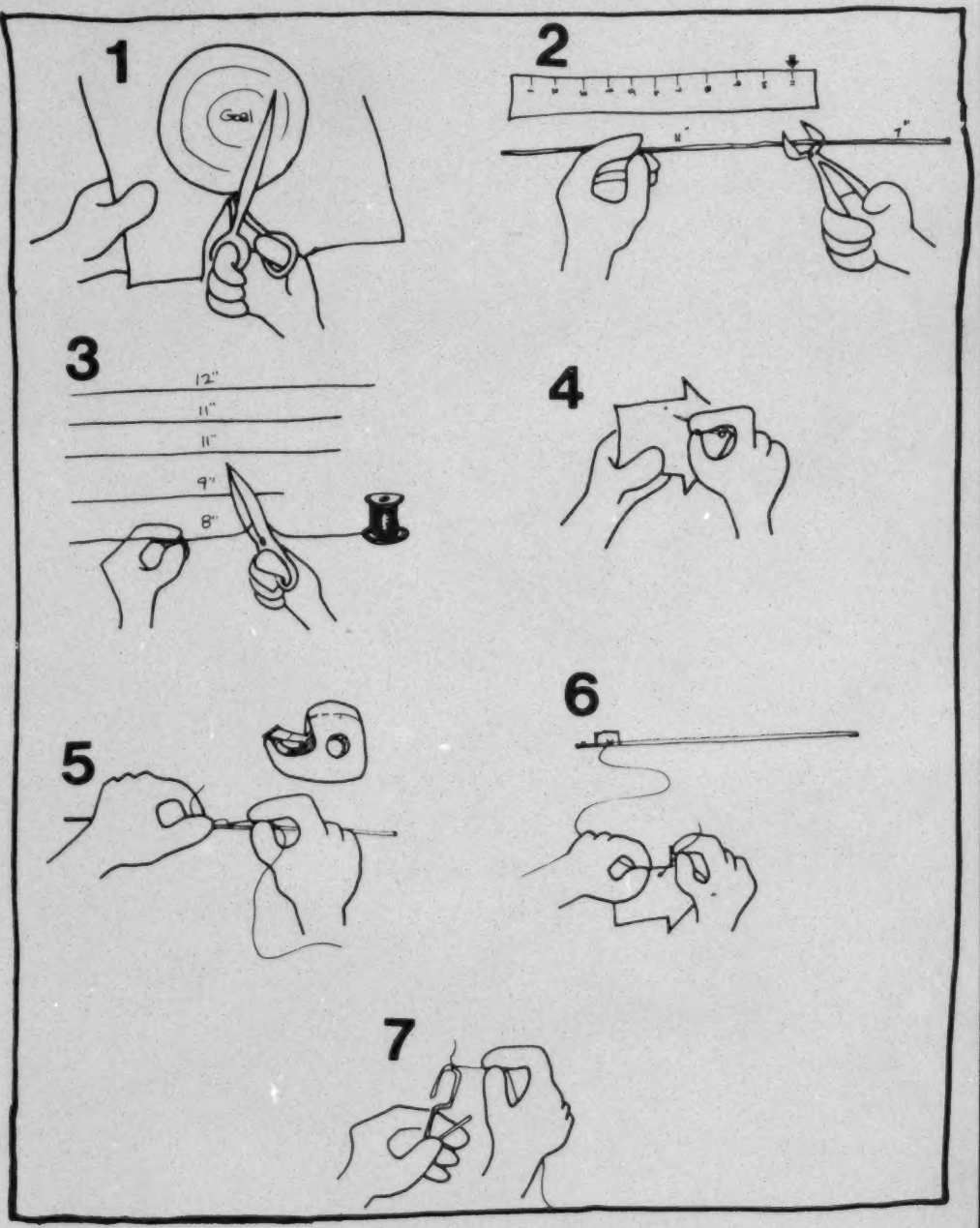
Envelopes



Mobile Pattern



Directions Poster



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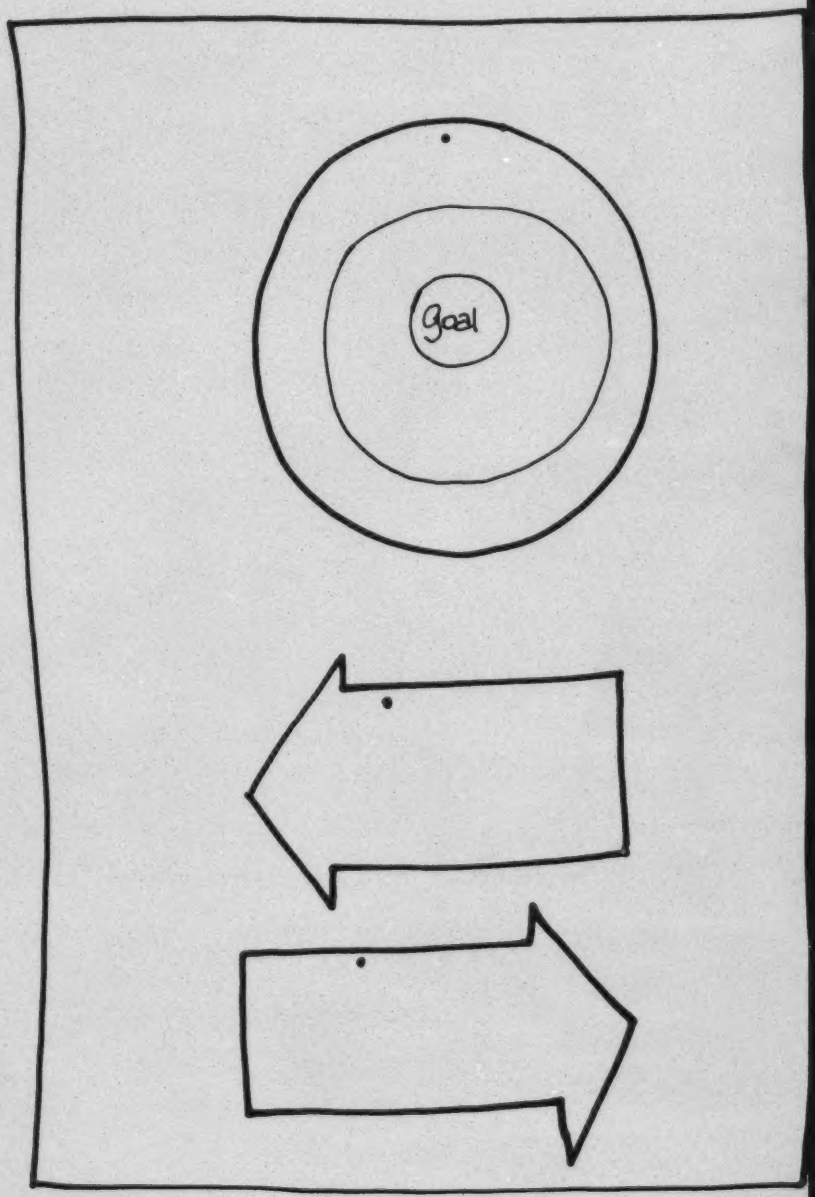
Worksheet A



Script Cards

Students	Situation	Props
four	A family gets ready for a picnic.	

Father: Can everyone go on a picnic this afternoon?

Mother: I want to go.

Child 1: Me, too.

Child 2: OK!

Father: I will make lunch.

Child 1: I will pack the picnic basket.

Child 2: I will get the frisbee and a bat and a ball.

Mother: I will get gas for the car.

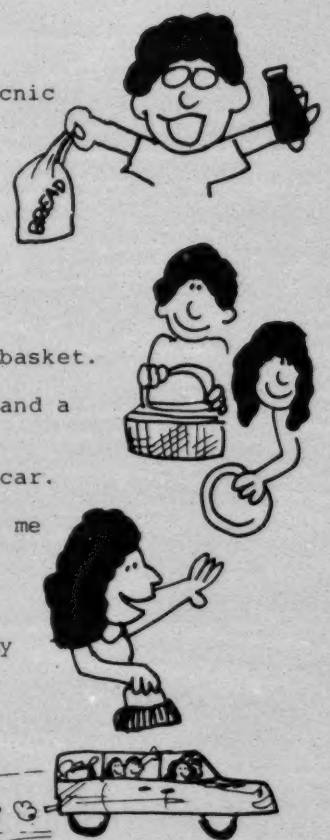
Child 1: _____, please help me find the paper cups.

Child 2: OK.

Then you help me find my catcher's mitt.

Mother: Is everyone ready?

All four: Let's go!



Students	Situation	Props
four	A family has no plans for today.	two chairs magazine

Father: I don't know what to do.

I think I will take a nap.

Mother: I don't know what to do.

I guess I'll look at this magazine.

Child 1: I don't care what I do.

Just leave me alone!

Child 2: OK!

You're a creep!

Child 1: Oh, yeah?

Child 2: Oh, yeah!

Mother: Children!

Stop fighting!

Child 1: He (she) started it!

Child 2: I did not!

Father: That's enough!

Be quiet!

Go outside and play!

Child 1: Oh, all right.

Child 2: Yeah, all right.

Students	Situation	Props
two	A student wants to get a good grade on a math test.	book pencil and paper desk and chair

Student: I want to get a good grade tomorrow.

I will study my book.

I will do these math problems.

I will think and think.

Teacher: Now it is time for the test.

Here is your test.

Student: Thank you.

This test is easy.

I know all the answers.

I am finished.

Teacher: Thank you.

You do good work.

You get an "A."

Student: Thank you.

I am very happy.

Students	Situation	Props
two	A student does not care about the math test.	book pencil and paper desk and chair wastebasket

Student: I do not care about the test tomorrow.

I will not study.

I will watch TV.

I do not want to take the test.

Teacher: Now you must take the test.

Here is your test.

Student: Thank you.

This test is hard.

I do not know the answers.

Teacher: Thank you.

You did not study.

You did poor work.

You get an "F."

Student: I don't care.

The test was dumb.

Students	Situation	Props
three	Two students want to bake a cake for their mother's birthday.	

Student 1: Today is Mother's birthday.

Let's bake her a cake for dinner.

Student 2: Good idea!

I'll get a bowl and a spoon.

Student 1: I'll get eggs and milk.

I'll get cake mix, too.

Student 2: I'll put things into the bowl.

You can mix.

Student 1: The mix is ready.

Let's pour it into a pan and bake it.

Student 2: The cake is finished.

Student 1: I'll frost the cake.

Both students: Happy birthday, Mother.

We baked this cake for you.

Mother: Thank you very much.

I am very happy.

Students	Situation	Props
three	Two students have no plans for their mother's birthday.	two chairs

Student 1: I don't care what we do today.

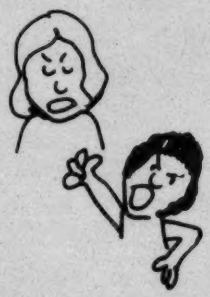
Student 2: I don't care, either.

Do you want to play cards?

Student 1: No. Basketball?

Student 2: No. I hate basketball.

Student 1: You play basketball like a little kid.



Student 2: Oh yeah?

You play like a baby.

Student 1: Oh yeah?

Student 2: You leave me alone.

Father: Stop fighting.

Today is your mother's birthday.

What will you give her?

Student 1: I forgot.

Student 2: I forgot, too.

Father: Your mother will be sad.

Students	Situation	Props
three	Two students want to get jobs for the summer.	newspaper

Student 1: School is almost finished.

I want a job this summer.

Student 2: I want a job, too.

Let's try to find jobs together.

Student 1: Here is the newspaper.

Let's look at the want ads.

Student 2: This job is for two people.

It looks good.

Student 1: Let's ask for this job.

Students 1 and 2: Hello.

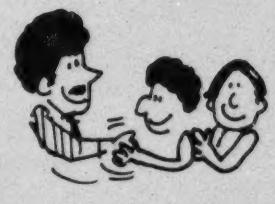
Boss: Hello.

Students 1 and 2: We want a job.

Boss: Can you learn this job?

Students 1 and 2: Yes.

Boss: Are you good workers?



Students 1 and 2: Yes.

Boss: OK. The job is yours.

Students	Situation	Props
four	Two students have no plans for the summer.	two chairs

Student 1: Today is the first day of summer vacation.
What will you do?

Student 2: I don't know.
What will you do?

Student 1: I don't know.
Let's stand on the corner.

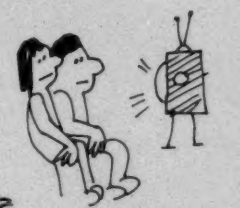
Student 2: OK.

Police Officer: You can't stand there.
Go away.

Student 2: Let's go to my house.

Student 1: OK.

Student 2: Let's sit and watch TV.



Student 1: OK.

Mother: You are lazy.
You will cause trouble.
Go away.
Let me work.

Student 1: I am bored.
I wish I had something to do.

Student 2: I am bored, too.
This will be a boring summer.

Students	Situation	Props
three	Two students want to learn to make pots.	two chairs table

Student 1: This class is fun.

I want to learn to make beautiful pots.

Student 2: I want to learn, too.

Teacher: Watch me do this.

Now, you try.

Students 1 and 2: Is this right?

Teacher: Yes, very good.

Now put the pots into the oven.

The pots are ready for paint.

Paint the pots carefully.

Student 1: I will paint my pot blue.

Student 2: I will paint my pot green.

Teacher: Now put the pots into the oven again.

Now the pots are finished.

Student 1: Your pot is beautiful.

Student 2: Your pot is beautiful, too.

Teacher: Good work.

Students	Situation	Props
three	Two students do not want to learn to make pots.	two chairs

Student 1: Pots are dumb.

I do not want to make pots.

Student 2: I do not want to learn.

This class is boring.

Student 1: Let's look around.

Student 2: OK.

Teacher: Sit down!

Pay attention!

Learn to make pots.

Then you will like to make them.

Student 1: Catch!

Student 2: Now you catch.

Teacher: Stop that!

Leave this class!

Student 1: That class is a waste of time.

Student 2: Yes, it is boring.

COVER

Wilma Rudolph

Page 1

Today Wilma Rudolph is very famous.

Wilma is a track star.

Page 2

Wilma was a sick baby.

Page 3

When Wilma was a child, she almost died.

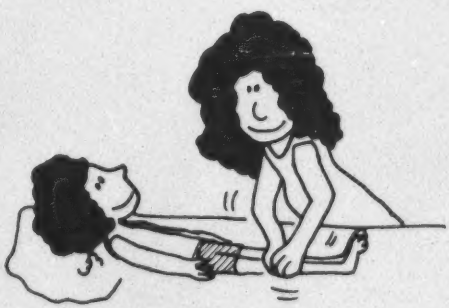
Wilma had a sickness that crippled her leg.

Page 4

Wilma worked and worked.

Wilma's family helped, too.

Wilma's mother rubbed her legs.



Page 5

Wilma's brother
taught her basketball.

Page 6

Wilma practiced and
practiced.

Wilma tried to run.

Page 7

One day, Wilma could run!

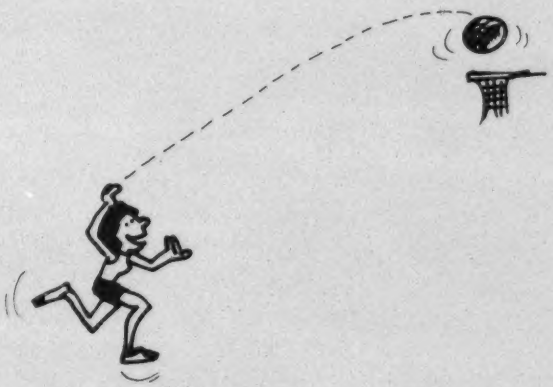
Wilma was very happy.

Page 8

In high school, Wilma was a basketball star.

Wilma played well.

Wilma was fast.



Page 9

In college, Wilma joined the track team.

Wilma ran two hours a day.

Page 10

Wilma worked in an office, too.

Page 11

And Wilma studied.

Wilma got good grades.

Page 12

In 1960, Wilma went to the Olympics.

Wilma won three gold medals in track.

Page 13

Wilma was "Number 1 Woman Athlete of the Year."

Page 14

Wilma won many other honors, too.

Wilma was proud and happy.

COVER

Andrew Foster

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Page 1

Andrew Foster is deaf.

Andrew became deaf when he was eleven years old.

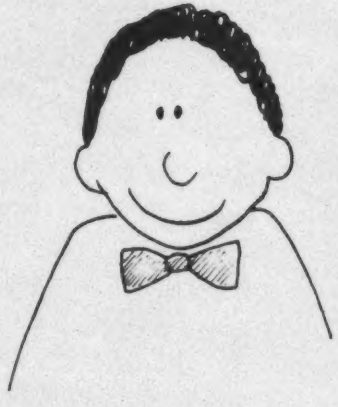
Page 2

Andrew went to the Alabama School for the Deaf.

Andrew finished eighth grade.

Page 3

Then Andrew got his first job.

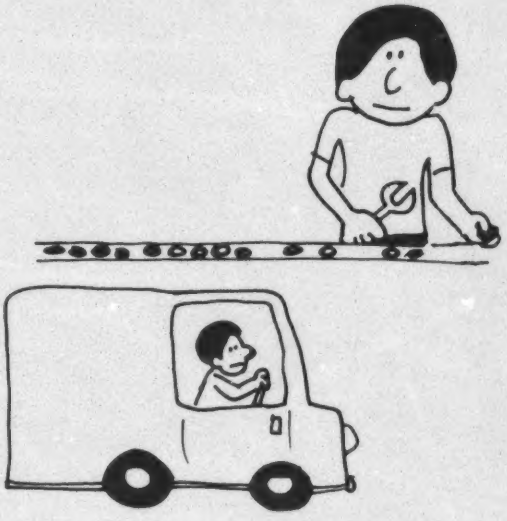


Page 4

Soon Andrew had had many jobs:

. . . factory worker

. . . truck driver



127

Page 5

. . . bakery worker

. . . boxer

. . . and more.

Page 6

Andrew got a high school diploma.

Page 7

Andrew went to
business school, too.

Page 8

Then Andrew went to
Gallaudet College.

Andrew worked hard.

Page 9

Andrew was the first black to graduate from Gallaudet.

Page 10

Andrew went to two more colleges, too.

Andrew studied to be a missionary.

Page 11

Andrew became a missionary to the deaf in Africa.

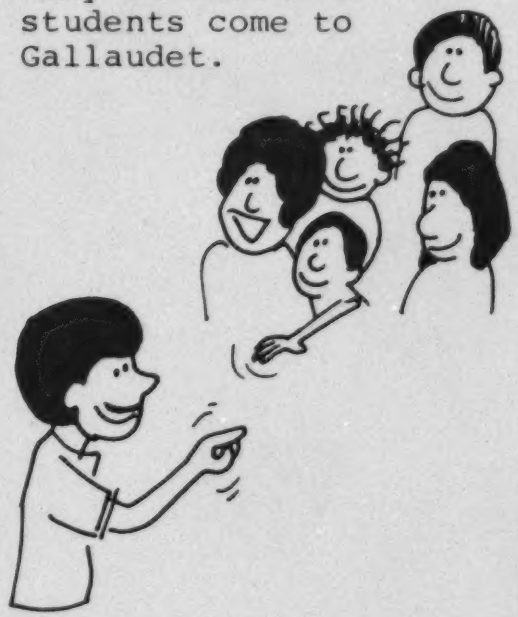
Page 12

Andrew started schools for the deaf in Africa.

Page 13

Andrew teaches many students in these schools.

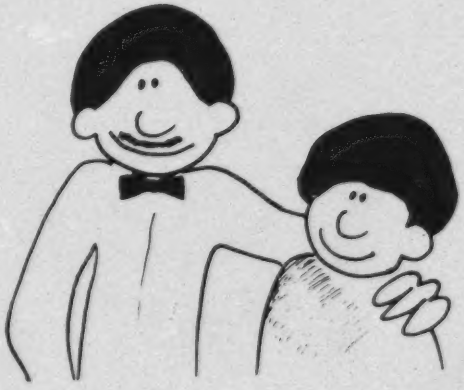
Many of Andrew's students come to Gallaudet.



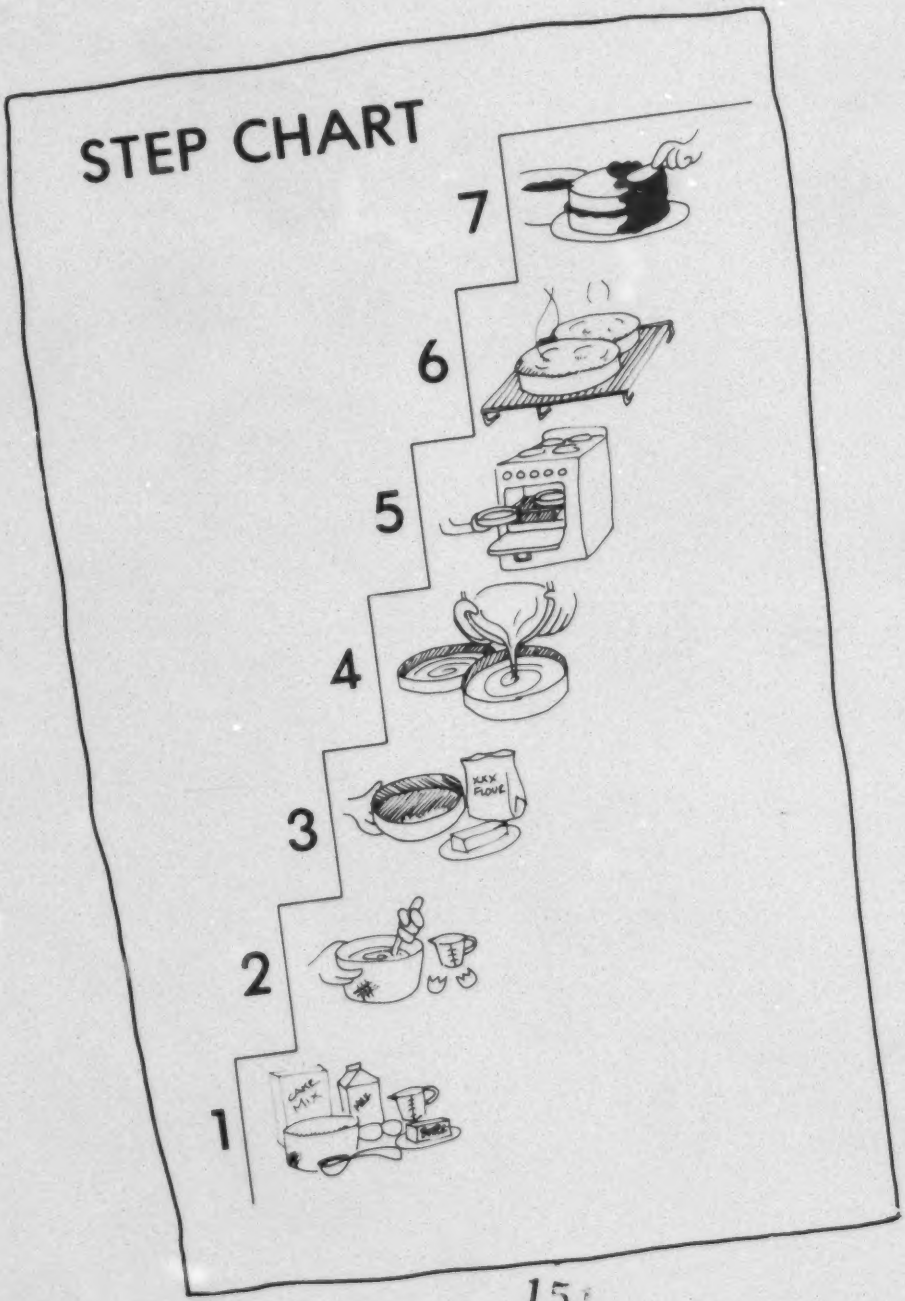
Page 14

Andrew helps many deaf Africans.

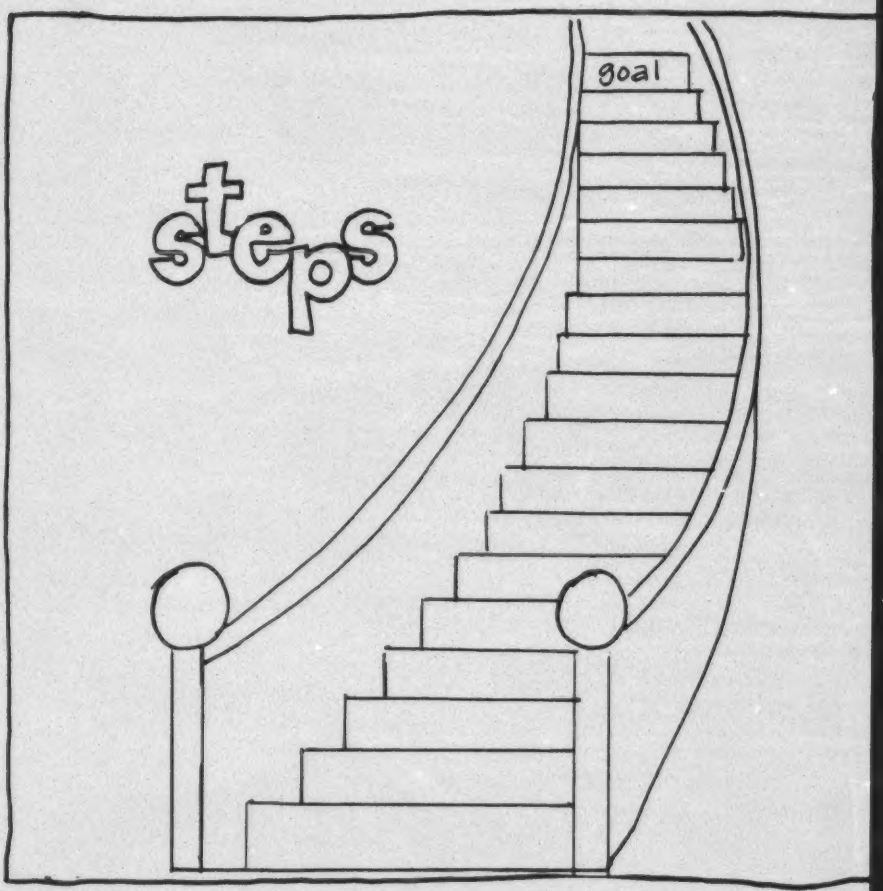
Andrew is happy to help.



Step Chart



"Steps" Game Board



"Steps" Game Cards

To be a teacher	To lose weight	To win an award at school	To make five new friends
To learn to cook	To be on the basketball team	To go to college	To save $500
To have hearing friends	To get married	To win a merit badge for swimming	To get good grades
To be a model	To paint my room	To learn to type	

To win a race	To have a nice vacation	To make a model car	To bake an apple pie
To find a part-time job	To have nice clothes	To be a professional football player	To have a house
To help people	To be a carpenter	To learn to drive	To give Christmas presents to my family
To be a great artist	To gain weight	To belong to the National Theatre of the Deaf	

To make a car clean and shiny	To have a party	To have a garden	To be a nurse
To make a suit	Climb two steps.	Climb three steps.	Climb four steps.
Climb five steps.	Climb six steps.	Fall down one step.	Fall down two steps.
Fall down three steps.	Fall down four steps.	Fall down five steps.	

Contract

My Goal: _____

_____

Steps:

1. _____

_____

2. _____

_____

3. _____

_____

by _____ 19____

Student _____

Teacher _____

Student Workbook

Name_____

1. Tom wants to be a nurse.

(goal) not a goal

2. Beth wants to be short.

goal (not a goal)

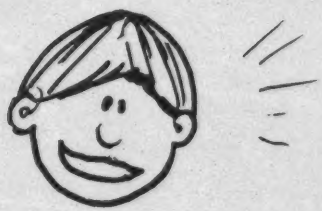
3. Ed wants to win an award at school.

(goal) not a goal

4. Joan wants to learn to paint.

(goal) not a goal

5. George lost weight last year.



goal (not a goal)

6. Cathy does not care if she loses weight.

goal (not a goal)

7. Peter wants to get married some day.

(goal) not a goal

8. Ann wants to get a part-time job.

(goal) not a goal

9. Jack wants someone to give him the ocean.

goal (not a goal)

10. Vicky wants to be a model.

(goal) not a goal

11. Al wants to have hearing friends.

(goal) not a goal

12. Peg wants to be a good swimmer.

(goal) not a goal

Short-Range Goals

1 Bill wants to look nice tonight.

2 Betty wants to learn to ride a skateboard.

3 Ruth wants to get an A tomorrow.

4 Larry wants to read two books next week.

5 Does Dee want to win this race?

6 Ken wants to save money to buy a shirt.

Long-Range Goals

1 Sally wants to teach deaf children.

2 Rick wants to be a father some day.

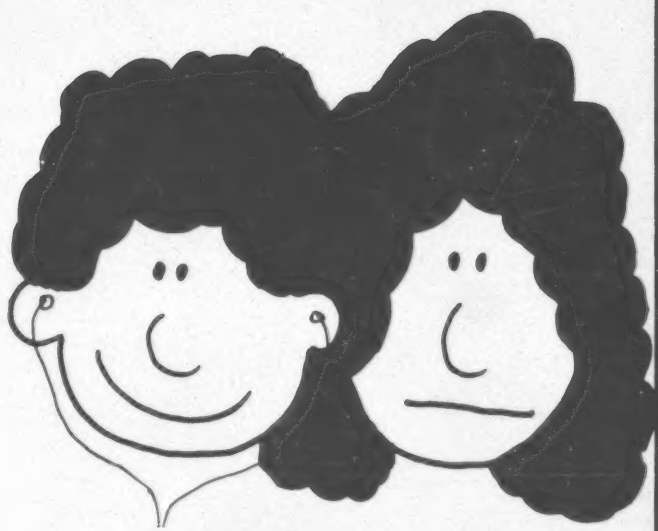
3 Does Linda want to travel around the world?

4 Jeff wants to lose thirty pounds in two years.

5 Helen wants to be a doctor.

6 Dan wants to go to art school.

Goals and No Goals



Mother says, "Wake up, Sue!

You are lazy!

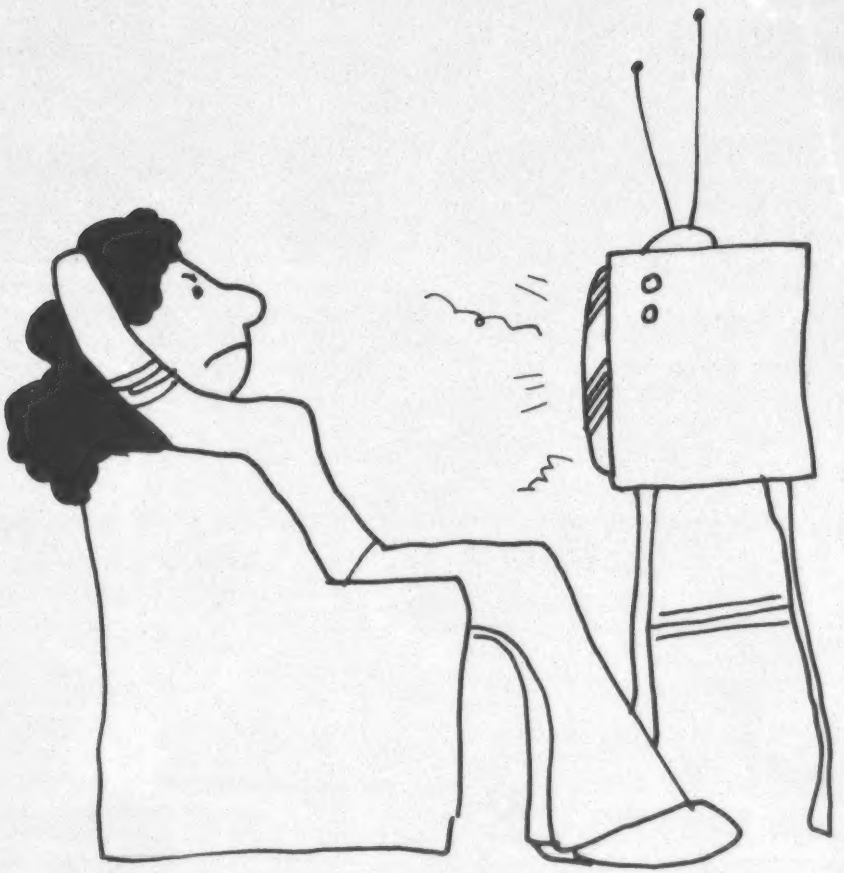
You are wasting Saturday!"

Mike says, "I will make a birthday card for Mary.

She will be happy."

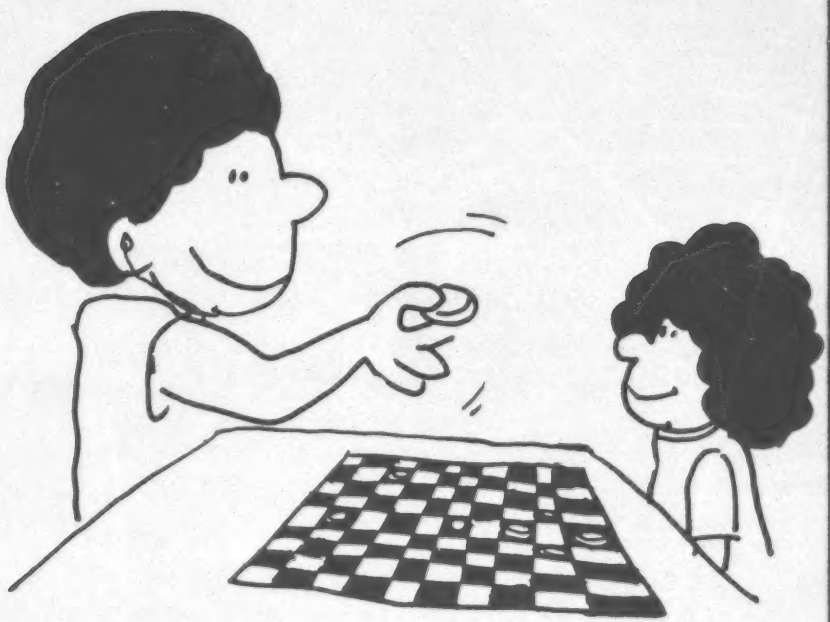
Sue says, "This show is boring.

I hate TV."



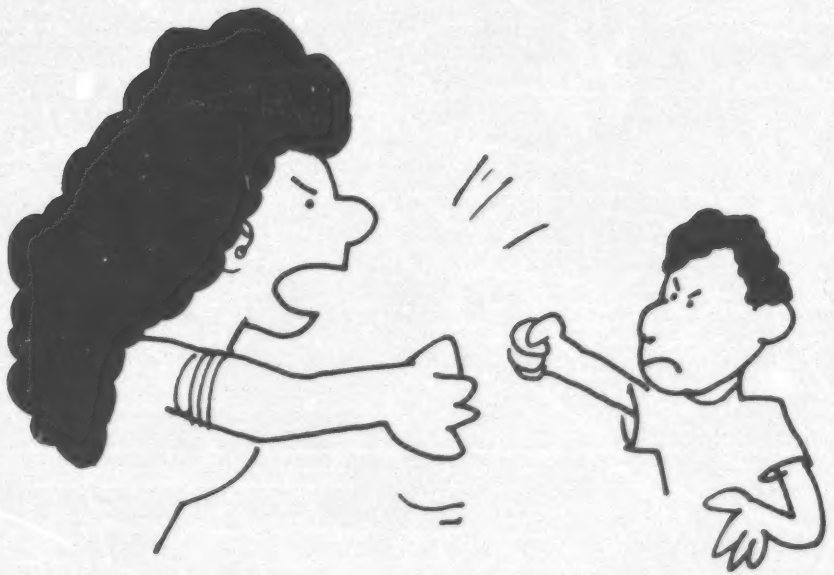
Mike says, "Chris, I
will teach you checkers.

I like to teach."



Sue says, "Leave me alone!

You bother me!"



Mike says, "I will
finish this model.

This is fun."

The plumber says, "Get out of my way!

Go and do something!"

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Who has goals?

My Goals

____ to get merit badges

____ to be a good student

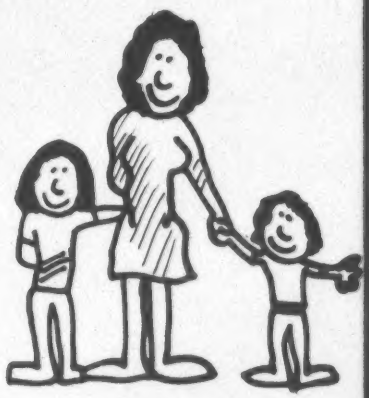
____ to play basketball well

____ to play football well

____ to get married

____ to have children

____ to get an award at school



____ to be a _____ when I grow up

____ to lose weight

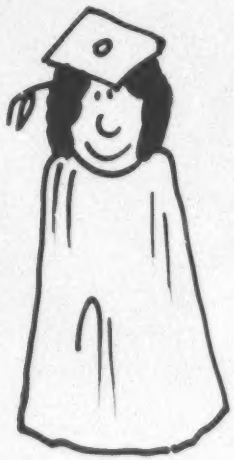
____ to stop biting my nails

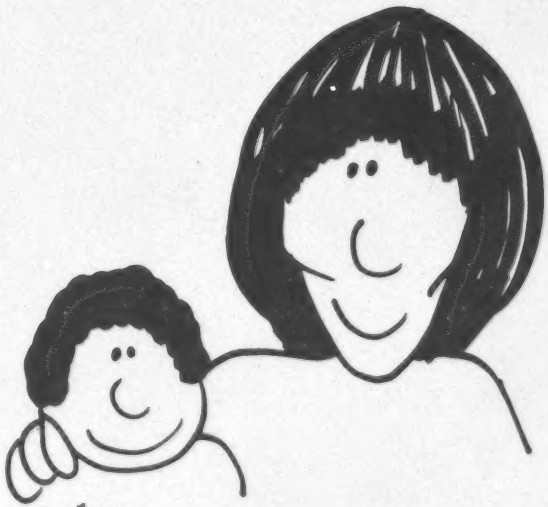
____ to go to college

____ to be rich

____ to be kind

____ to help other people





____ to have nice clothes

____ to have a fancy car

____ to have a house of my own

____ to have many friends

____ to learn to type

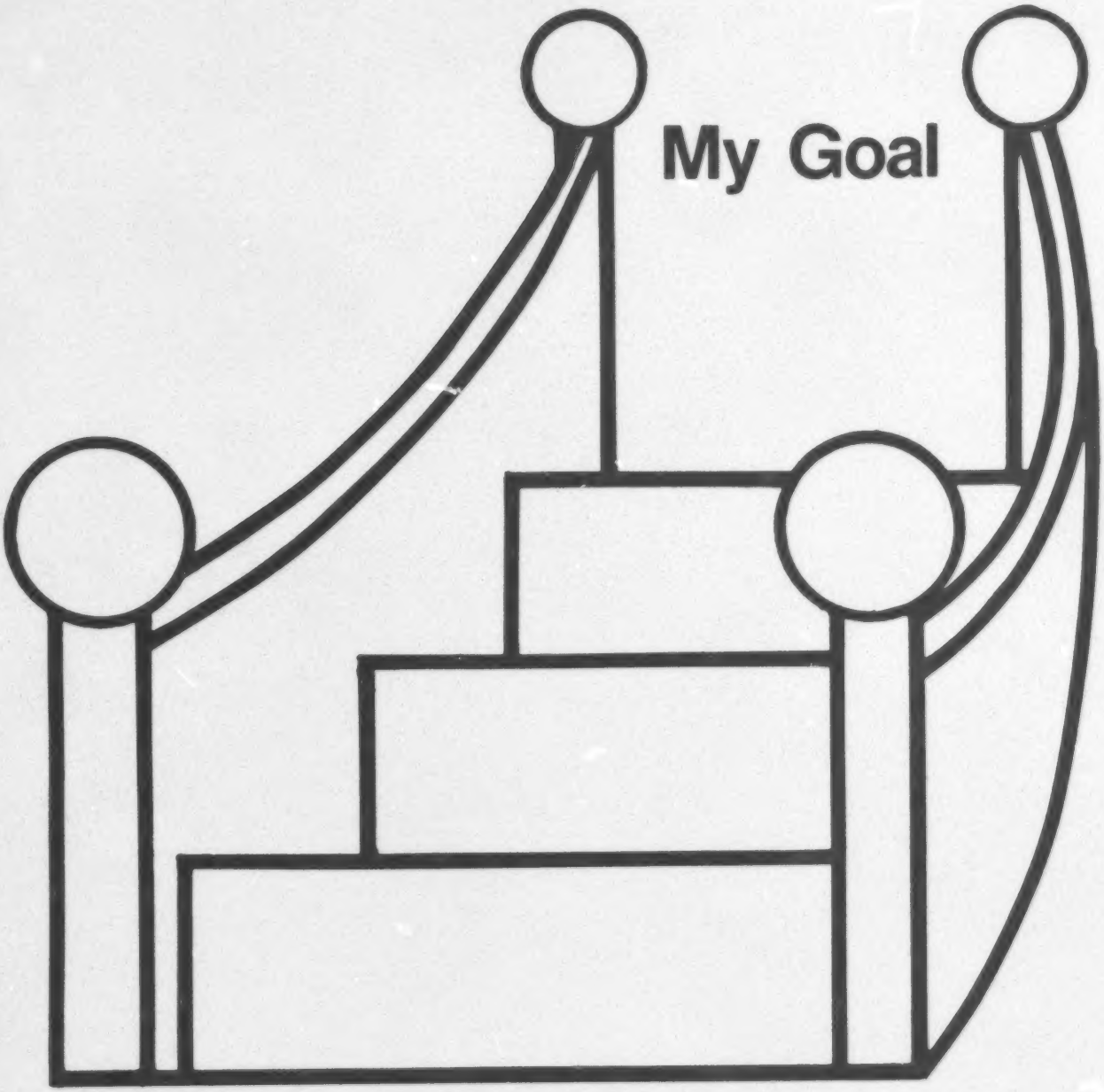
____ to learn to cook

____ to learn to sew

1 _____

2 _____

3 _____


My Goal